

LEVEL 1 – SKILL DEVELOPMENT MANUAL



Lesson Manual C

A Publication Of The USA Hockey Coaching Education Program



The USA Hockey Coaching
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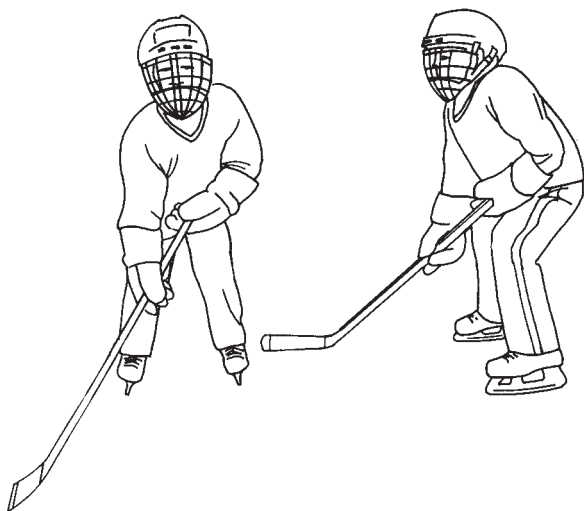


SPECIFIC OBJECTIVES

1. Refine basic stance, (Lesson A-1; B-1).
2. Refine gliding on two skates, (Lesson A-2; B-1).
3. Refine gliding on one skate, (Lesson A-2; B-1).
4. Refine T-push start, (Lesson A-2; B-1).
5. Review edge control, (Lesson B-3).

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 skate.
- d. Body leaning slightly forward.
- e. Head up.
- f. Two hands on the stick; stick close to the ice.

2. Gliding on two skates:



- a. Take a few strides to gain momentum.
- b. Assume the basic stance and glide on two skates.
- 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 ice.
 7. Not having two hands on the stick.
 8. Stick not close to the ice.

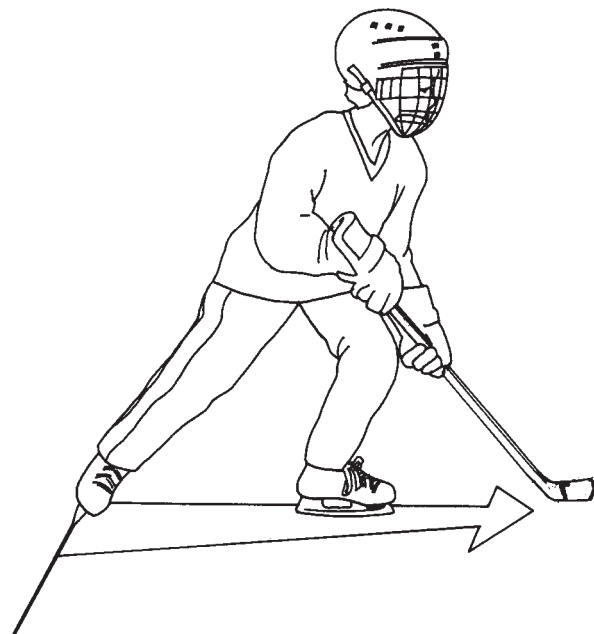
3. Gliding on one skate:



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.

- a. Keep the blade of the supporting skate flat on the ice, not on a single edge.
- b. Maintain the basic stance on the supporting leg.
- c. Glide in a straight line.
- d. Common errors:
 1. Not in basic stance.
 2. Weight is not over the supporting leg.
 3. Player is on the inside or outside edge of skate.

4. T-push Start:



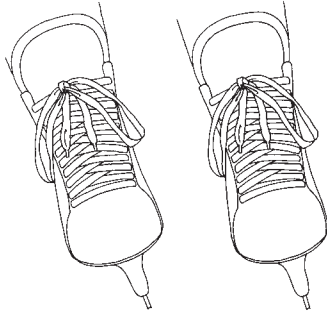
- a. Point front skate in the direction of movement.
- b. Place the back skate slightly behind the front skate, thus forming a "T". Keep the whole blade flat on the ice. Keep weight on the back skate.
- c. Keep knee flexed over the skate.

- d. Give a strong push with the back skate, this involves a straightening of the back leg pushing the skate down against the ice.
- e. Stress the push! Leg fully extended, knee well bent, head up, and recover skate through close to the ice.

LESSON C-1

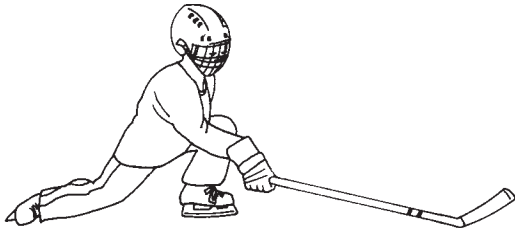


5. Edge Control:



- 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.

6. Groin Stretch:



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

7. Toe Touching:



- Arms and stick straight overhead.
- Bend at the waist, slowly go down to touch toes while keeping the legs as straight as possible.
- Hold the position 5-6 seconds.

TEACHING TOOLS NEEDED

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



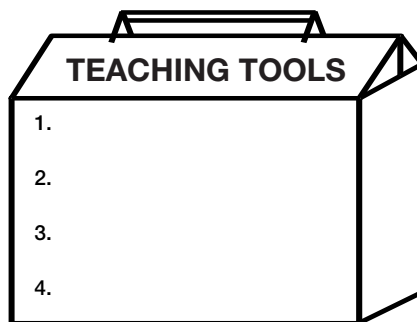
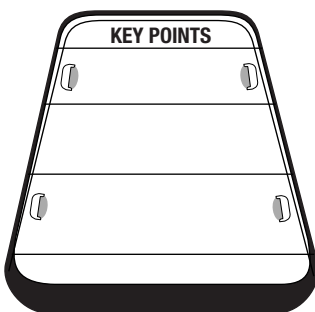
LESSON PLAN C-1


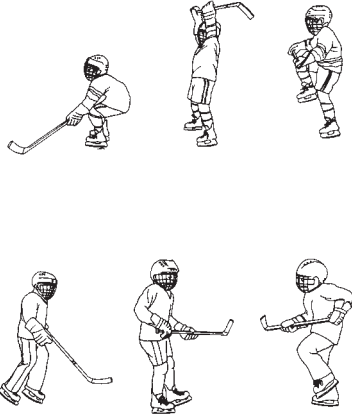


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TEAM: _____

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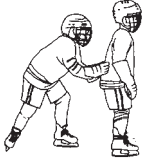





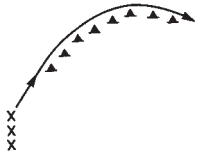

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SKILL	DESCRIPTION	TIME
<p>Free Skate</p>	<ol style="list-style-type: none"> 1. Players skate in a counter-clockwise direction. 	<p>4 minutes</p> 
<p>Balance and Agility (review)</p> 	<ol style="list-style-type: none"> 1. Players skate around the outer edge of the ice surface. 2. The players will perform: <ol style="list-style-type: none"> a. Sit low b. Reach high. c. Pull knee to chest. d. Jump. e. Turn 360 degrees. f. Stretch the groin. g. Touch the toes. 3. Players line up against the sideboards and cross to the other side by: <ol style="list-style-type: none"> a. Walking on toes of skates. b. Walking on heels of skates. c. Running across the ice. d. Take a few strides to gain momentum, fall to knees and get up, then skate to the other side. 4. Place agility boards (upright) approximately three feet apart. Have the players line up and step over the boards one at a time. Step over the boards with alternate feet. 5. Same as 4. but have the players run over the boards. 6. Repeat each several times. 	<p>15 minutes</p> 
<p>Stance (refine)</p>	<ol style="list-style-type: none"> 1. Review key points and demonstrate. 2. Players grip the stick as if shooting. Lie on their stomachs, elbows on the ice, and holding the stick at eye level. Pull up to a kneeling position and then stand up into the basic stance. 	<p>4 minutes</p> 


LESSON PLAN C-1



SKILL	DESCRIPTION	TIME
<p>Gliding-two skates (refine)</p> 	<ol style="list-style-type: none"> 1. Review key points and demonstrate. 2. Players line up on sideboards. 3. Take a few strides to gain momentum and then glide on two skates to the other side. Maintain the basic stance while gliding. Go in a straight line. Repeat 3-4 times. 4. Players partner up. One player places hands on partners hips and pushes player across the rink. Player being pushed maintains the basic stance and glides on two skates. Switch positions when returning. Repeat 3-4 times. 	<p>5 minutes</p> 
<p>Gliding – one skate (refine)</p>	<ol style="list-style-type: none"> 1. Review key points and demonstrate. 2. Line up on side boards. 3. Take a few strides to gain momentum and then glide on one skate to the other side. 4. Repeat on the other skate coming back. Do 2-3 times with each skate. 5. Players partner up. One player pushes partner across the rink. The player being pushed maintains balance on one skate. Lift other skate 5 inches off the ice. Return using the other skate. 6. Partners switch positions. Do 3-4 times on each leg. 	<p>8 minutes</p> 
<p>Fun Time (Ride the Broom) (review)</p> 	<ol style="list-style-type: none"> 1. Players line up at one end of the ice surface. 2. Players skate fast to first blue line, then holding the top of the stick with both hands, puts it between the legs and sits on the shaft and coasts with the heel of the stick sliding on the ice. Repeat 2-3 times. 3. Same as 2. but have the players turn themselves in a zig-zag motion by turning the handle from left to right. Repeat. 	<p>6 minutes</p> 
<p>T-push (refine)</p>	<ol style="list-style-type: none"> 1. Players line up on boards. 2. Place right skate behind the left skate, forming a “T”. 3. Push down and out with the right skate, gliding as far as possible on the left skate. 4. Return using other skate. 5. Repeat 4-5 times on each skate. 	<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). Follow the path all the way around without putting the right skate down. 3. Return again using the left skate but on the outside edge. 4. Repeat using the right skate. 5. Repeat 4-5 times with each skate. 	<p>5 minutes</p> 



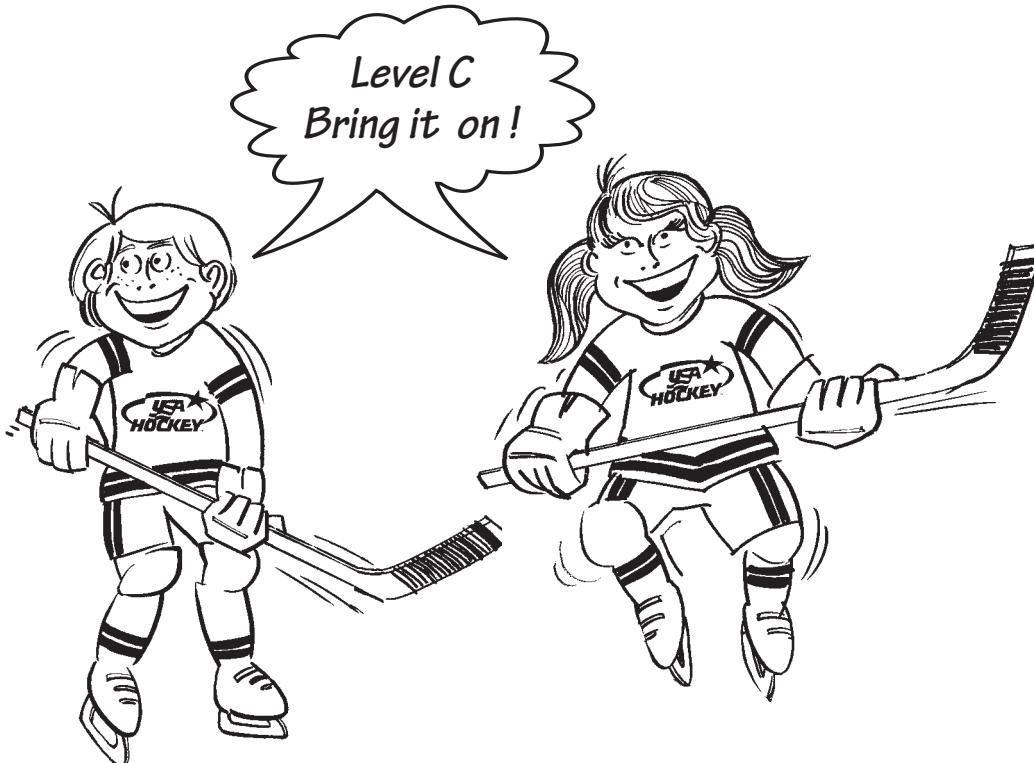
LESSON PLAN C-1

SKILL	DESCRIPTION	TIME
Game Time-Relay (review)	<ol style="list-style-type: none">1. Divide players into groups.2. Players start on both knees. They must get up and skate across the rink performing a two-foot glide around a pylon and then returning to the team. Player must stop and touch the next player before the player can go.3. Do once with glide turn to the left and once with glide turn to the right.	8 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

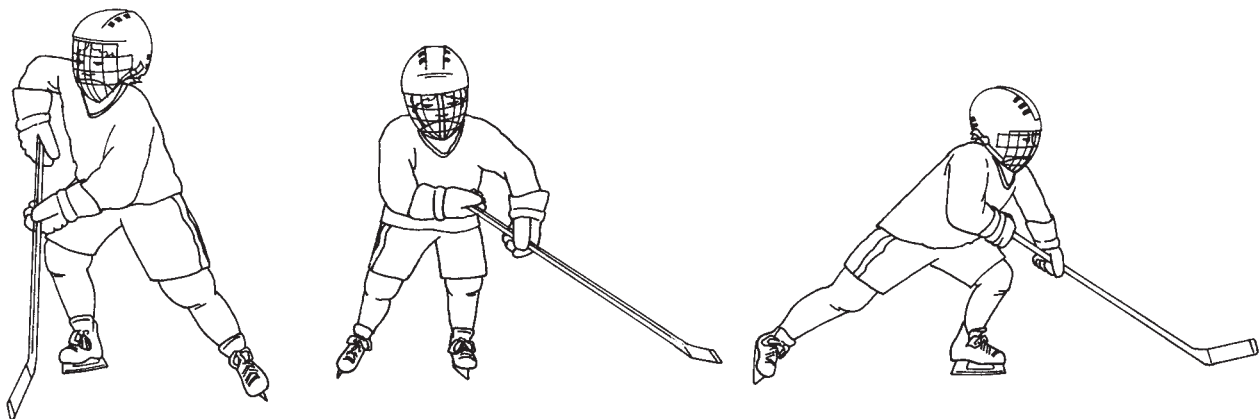


SPECIFIC OBJECTIVES

1. Refine stance (Lesson A-1; B-1; C-1).
2. Refine T-push, (Lesson A-2; B-1; C-1).
3. Review control of edges, (Lesson B-3; C-1).
4. Refine gliding one skate/two skates, (Lesson A-2; B-1; C-1).
5. Refine push and glide, (striding) (Lesson A-4; B-2).
6. Review two-foot stop, (Lesson B-5).
7. Refine scooting, (Lesson A-3; B-1).

KEY INSTRUCTIONAL POINTS

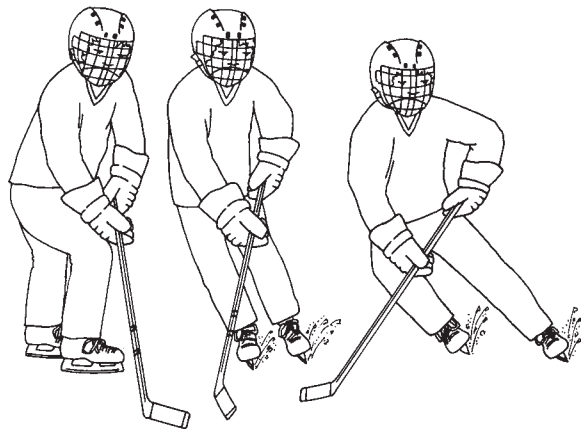
1. Push and Glide – striding:



Skating is a series of push and glide movements with alternate legs. The players gather themselves 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.

- a. Rotate toe of driving leg outward (35-40 degrees).
- b. Push the skate down to the side and back, pressing the blade into the ice.
- c. 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 skates.
- d. When the stride is finished the weight is transferred to the forward foot and the pushing foot comes slightly off the ice.
- e. Bring driving leg forward after full extension and place it close to gliding leg, keeping close to ice on recovery.
- f. You are now ready to start the next stride with the opposite foot.

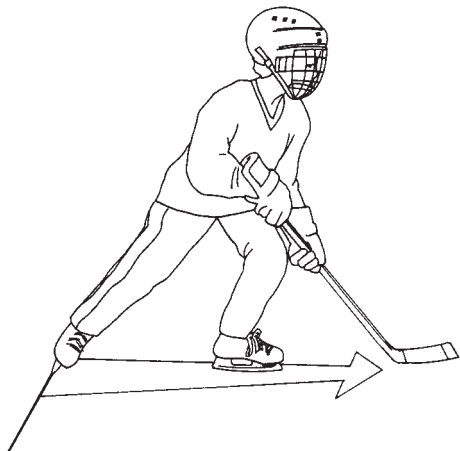
2. Two-foot Stop:



Will stop more quickly than a one o'clock or eleven o'clock stop because you have two blades cutting the ice.

- Basic stance – head up, knees bent, back straight, and feet shoulder width apart.
- Glide on both skates as you approach the stopping point.
- Begin the stop by turning the shoulders first with the hips and legs following.
- Turning the hips swings the outside leg into braking position. The inside leg acts as a pivot while turning into 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.
- 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.
- 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 lead skate.
- Keep head and shoulders up.

3. Scooting:



Involves the T-Push.

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

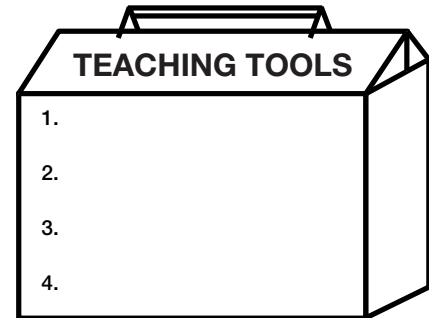
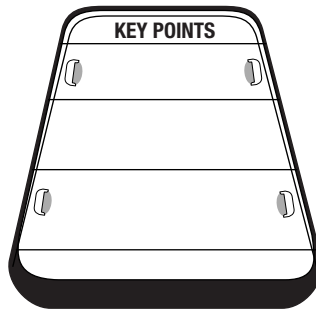
TEACHING TOOLS NEEDED




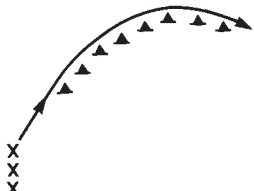

- Pylons
- Can of spray paint
- Cross-ice rink boards

LESSON PLAN C-2







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



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate clockwise around rink. Glide on the left skate going down one side and the right skate on the other side. 	4 minutes 
Balance and Agility (review) 	<ol style="list-style-type: none"> 1. Players line up on sideboards. Take 2-3 strides to gain momentum and then cross the ice by: <ol style="list-style-type: none"> a. Going into the squat position repeat 3-4 times. b. Glide across the ice on one skate and extend other leg back. Switch legs when returning, do 3-4 times on each leg. 2. From T-push position: Push with the left leg, glide forwards on the right skate to the count of four. At count of four, bring the left skate forward to form a "T" and execute another push. Continue to the other side. Return using the other leg. Repeat 3-4 times with each leg. 3. Skate across rink touching the right knee to the ice at center. Return touching the left knee to the ice. Repeat 3-4 times each. 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. Stationary jumping: <ol style="list-style-type: none"> a. On a command, have the players jump as high as possible, land and maintain the basic stance. b. Jump as far forward as possible. c. Jump as far backwards as possible. d. Jump and turn 180 degrees before landing. e. Jump and turn 360 degrees before landing. 	18 minutes 
Edge Control (review) 	<ol style="list-style-type: none"> 1. Arrange pylons as shown or use spray paint to indicate path to follow. 2. Players take 3-4 strides to gain momentum and then start gliding on their left skate (inside edge). They follow the path all the way without putting the right skate down. 3. Return, again using the left skate but on your outside edge. 4. Repeat sequence using the right skate. 5. Repeat 4-5 times with each skate. 	6 minutes 

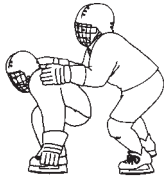



LESSON PLAN C-2

SKILL	DESCRIPTION	TIME
Push and Glide (review)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Starting at boards, the players use alternate left and right thrust and glide sequence to go down the ice. 3. Use a count of push 2-3-4; push 2-3-4; push 2-3-4; etc. 4. Repeat several times. 	5 minutes 
Two-foot Stop (review)	<ol style="list-style-type: none"> 1. Same formation as above drill for "Thrust and Glide". 2. On signal first player from each group skates fast and executes a two-foot stop by a pylon. 3. On next signal the second player leaves each group and stops at the pylon. The players by the first pylon go to the second pylon and stop, etc. 4. All players will execute three complete stops. 	7 minutes 
Scooting (refine)	<ol style="list-style-type: none"> 1. Same formation as above drills. 2. Start in T-push position. 3. Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. 4. Bring push leg up even with back of gliding skate before beginning the next push. 5. Repeat "push – recovery cycle" as fast as possible. 6. Come back using other leg. 	4 minutes 
Scooting – The Circles (refine)	<ol style="list-style-type: none"> 1. Assign players to one of the face-off circles. 2. 3-5 players on each circle. 3. Start by standing with two feet together. 4. Push the outside leg to the side and down, and bend the knee of your inside leg. 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 4-6 rapidly. 8. Go for 30-40 seconds. 9. Repeat going in other direction. 	6 minutes 

LESSON PLAN C-2



SKILL	DESCRIPTION	TIME
<p>Game Time-Relay (review)</p> 	<p>A. Train Relay:</p> <ol style="list-style-type: none"> 1. Each person on the team holds the person in front of them by the waist. 2. On the signal, the whole team pushes their team to the far boards and returns. All players skate forwards. 3. Members of the team cannot lose hold of the person in front of them. <p>B. Squat Relay:</p> <ol style="list-style-type: none"> 1. Each team is divided into pairs. 2. One player gets into the squat position, and the pusher gets behind them and holds onto shoulders. 3. At the signal, the pusher pushes the squatting player to the other end. 4. The players switch positions and return. 5. Next pair go. 	<p>10 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

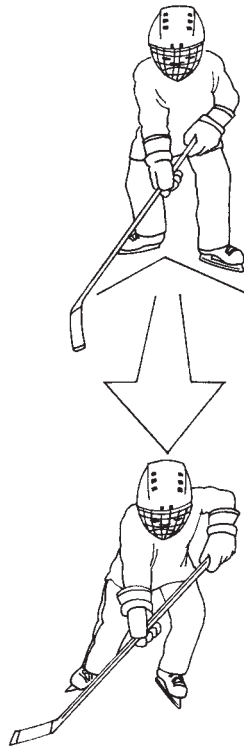
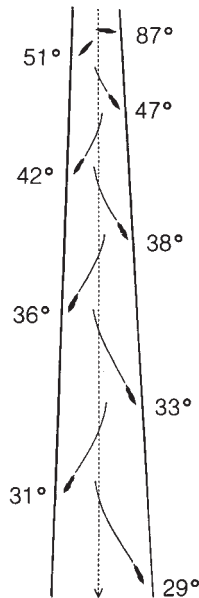


SPECIFIC OBJECTIVES

1. Review edge control, (Lesson B-3; C-1; C-2).
2. Refine push and glide, (Lesson A-4; B-2; C-2).
3. Review two-foot stop, (Lesson B-5; C-2).
4. Refine scooting, (Lesson A-3; B-1; C-2).
5. Review front start, (Lesson B-3).
6. Refine puckhandling stance, (Lesson A-8; B-4).
7. Refine stationary puckhandling, (Lesson A-8; B-4).

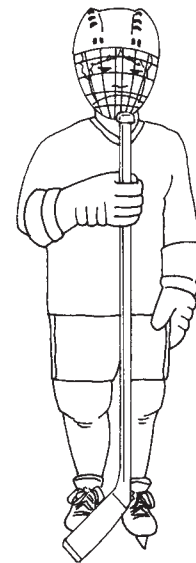
KEY INSTRUCTIONAL POINTS

1. Front Star



- a. Players are in the 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 the front part of the blades.
- c. Drive off with either the right or the left skate on the first stride and alternate legs with each stride after. 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.
- e. Skates are low to the ice for quick recovery.
- f. Gradually straighten up as speed increases to the maximum.
- g. Player should be in full stride after the first six strides.

2. Puckhandling Stance

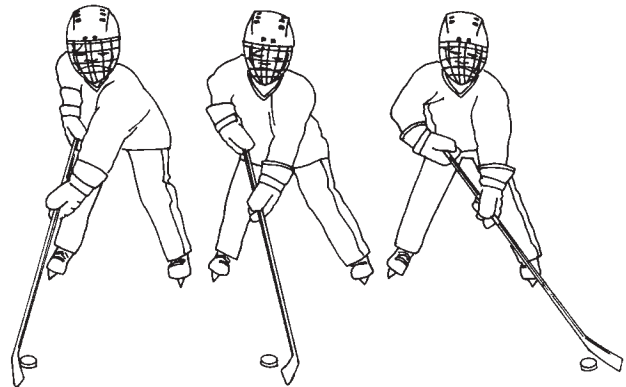
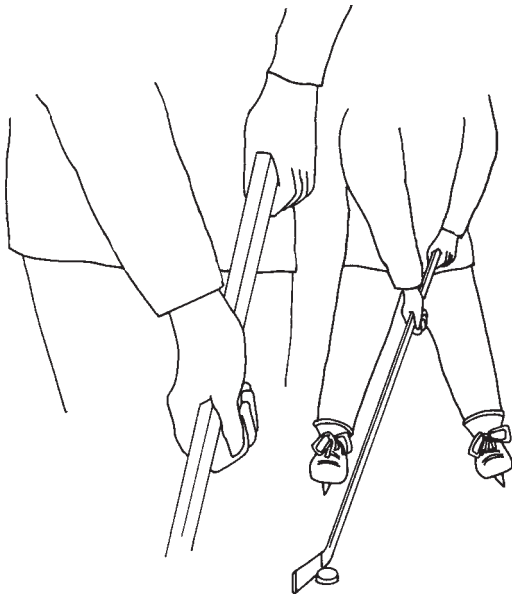


- a. Stick length: When on skates, the stick should come up to an area between the collar bone and the chin, so that free movement of the top hand in front of the body is possible.
- b. Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- c. Younger players should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

LESSON C-3



3. Stationary Puckhandling:



- d. The Grip:
1. The top hand must be right at the end of the stick.
 2. The lower hand should be 8-12 inches down the shaft.
 3. The "V" formed by the thumb and forefinger should be pointing straight up the shaft.
 4. Keep the head up, use your split vision to look at the puck. Younger players should be allowed to look and feel for the puck.

- a. Assume puckhandling stance.
- b. Slide the puck from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus allowing for better control.
- c. To roll the wrists, turn the toe of the blade inward and the heel outward, then reverse directions.
- 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.

4. Leg Lifts:



- a. Extend stick straight out with both hands on the stick.
- b. Lift legs alternately and touch the stick with the knees. Leg is extended straight.
- c. Exercise is done while moving.
- d. Do ten lifts with each leg.

TEACHING TOOLS NEEDED

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



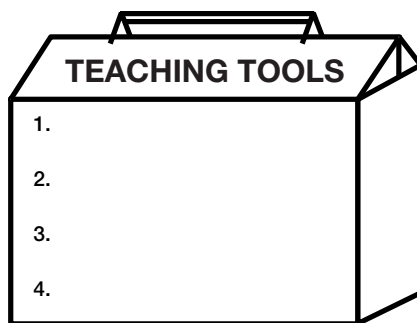
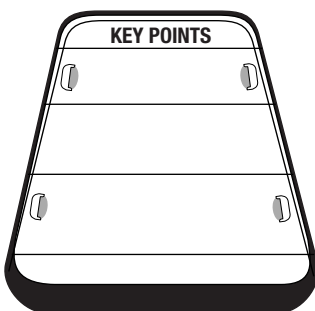
LESSON PLAN C-3



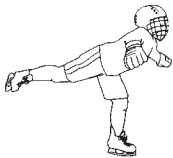


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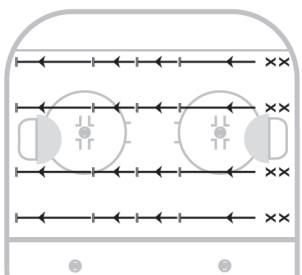




TIME: _____



SKILL	DESCRIPTION	TIME
<p>Free Skate</p> 	<ol style="list-style-type: none"> 1. Players skate in a counter-clockwise direction. Perform stretching exercises. <ol style="list-style-type: none"> a. Stretch the groin. b. Touch the toes. c. Pull knees to chest. d. Leg lifts. 2. After stretching, have players scooting around rink 30 seconds counter-clockwise and 30 seconds clockwise. 	<p>5 minutes</p> 
<p>Balance and Agility (review)</p> 	<p>Players are arranged in groups along side boards. All drills are done going across the ice. Player will skate to other side and remain in line.</p> <ol style="list-style-type: none"> 1. Knee lift: Return using other knee. 2. Swan position: Lean forward as far as possible, arms out to the side, and head up. Extend leg backwards and lift as high as possible, keeping it parallel to the ice. Repeat coming back with the other leg. Do two times with each leg. 3. Touch knee to ice: Touch left knee to ice three times. Come back using right knee. Repeat twice with each leg. 4. Same as 3. but alternate knees. Touch the ice twice with left knee and twice with right knee. Repeat three times. 5. Kick three times: Player puts left hand out in front at shoulder height. Bend the support leg slightly. Kick the leg three times as far forward and backwards on each kick as possible – before putting it down on the ice. Return with other leg. Repeat twice with each leg. 	<p>15 minutes</p> 
<p>Edge Control (review)</p>	<p>Same formation as “Balance and Agility”.</p> <ol style="list-style-type: none"> 1. Set up 4 pylons in a row 15 feet apart. 2. Players upon reaching the first pylon, start gliding on the left leg. They then slalom through the course. It requires using inside-outside edges. 3. Return using right leg. 	<p>8 minutes</p> 


LESSON PLAN C-3



SKILL	DESCRIPTION	TIME
<p>Push and Glide (refine)</p> 	<p>Players pair off. (Players of same size if possible).</p> <ol style="list-style-type: none"> Partners face each other. Skater pushing places hands on partner's hips. Partner being pushed backwards places hands on partner's shoulders and provides slight resistance with skates in a "V" position. Reverse positions on the return. Stress maximizing leg extension. 	<p>5 minutes</p> 
<p>Two-foot Stop (review)</p> 	<ol style="list-style-type: none"> On signal the first player from each group skates towards the first pylon and executes a two-foot stop. Have all players stop facing the left side of the rink. On the next signal the second player leaves and stops at the first pylon. The players by the first pylon go to the second pylon and stop, etc. All players will execute four complete stops. 1) first pylon, 2) second pylon, 3) third pylon, 4) boards. On the return they will still stop facing the same side of the rink as previous. This gives Practice in stopping both ways. 	<p>5 minutes</p> 
<p>Front Start (review)</p>	<ol style="list-style-type: none"> Review key points and demonstrate. On signal first player in each group open skates into a "V" position take 4-5 running strides. Skate to first pylon and stop. On next signal go to the third pylon and stop. On next signal go to the boards and stop. Each time the player performs a front start and a two-foot stop. 	<p>5 minutes</p> 
<p>Puckhandling Stance (refine)</p>	<ol style="list-style-type: none"> Demonstrate and stress key points of the stance. Have players take the basic stance and make corrections. Line players up in puckhandling stance. Have them imagine a puck on their stick. Move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift weight to the right leg. 	<p>3 minutes</p> 
<p>Stationary Puckhandling (refine)</p>	<ol style="list-style-type: none"> Have players move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift the weight onto the right leg. Move stick to forehand side and move the puck from front to back. Move stick to backhand side and move the puck from front to back. Using only the top hand on stick – stick out in front of body – move puck from side to side. Repeat 4. with bottom hand. 	<p>7 minutes</p> 



LESSON PLAN C-3

SKILL	DESCRIPTION	TIME
Game Time (review)	1. British Bulldog: Players stand in line along boards, one player stands at center ice. At signal, the players must get to the other end of the rink. The player in the center must try to tag them. Players who are tagged must remain in the center to help. Winner is the last player tagged.	7 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



SPECIFIC OBJECTIVES

1. Review front start, (Lesson B-3; C-3).
2. Refine puckhandling stance, (Lesson A-8; B-4; C-3).
3. Refine stationary puckhandling, (Lesson A-8, B-4; C-3).
4. Refine backwards skating stance, (Lesson A-5; B-6).
5. Refine backward gliding – two skates, (Lesson A-5).
6. Review backward gliding – one skate, (Lesson B-7).
7. Review use of feet in puckhandling, (Lesson B-11).

KEY INSTRUCTIONAL POINTS

1. Backward Skating 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 seat down, bend at the knees and lower the hips.
- e. Weight is evenly distributed along the blade of each skate.

2. Gliding Backwards two skates:

- a. Must be done in the basic stance.

3. Use of feet – puckhandling:



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

4. Gliding Backwards – 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. Maintain basic stance on supporting leg (slight flexion).
- f. Glide in a straight line.

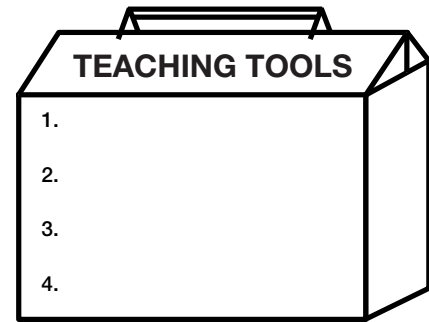
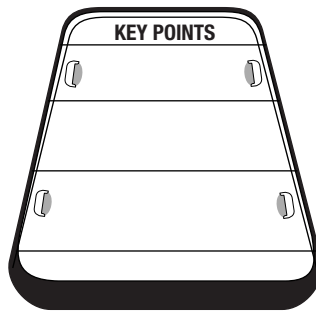
TEACHING TOOLS NEEDED


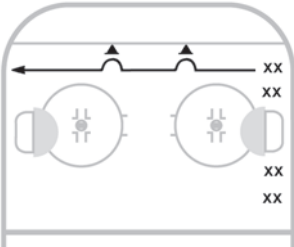



1. Lightweight pucks
2. Skipping ropes
3. Cross-ice rink boards







LESSON PLAN C-4



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




SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate freely executing two-foot stops to the left side and also to the right side. 	2 minutes 
Balance and Agility (review) 	<p>Players are arranged in groups along side boards. All drills are done going from one side of the rink to the other. Players will skate to the first pylon and perform the required drill between the first and second pylons. Skate to the other end and remain in line.</p> <ol style="list-style-type: none"> 1. Arm stretch: With wide grip on the stick, bring the stick over the head to the small of the back. Bring back to the original position in front of the body. Repeat coming back. 2. Trunk Twister: Place stick behind the neck, hands have a wide grip on the stick. Twist the upper body so that the stick points in the direction the skater is moving. Turn the body 180 degrees so that the other end of the stick is pointing forward. Rotate the trunk continuously. Repeat coming back. 3. Groin stretch: Do two lengths with each leg. 4. Toe Touching: Do two lengths. 5. Running the length of the ice. Repeat for two lengths. 6. Players skate as quickly as possible. They start gliding on two skates about 4-5 feet from the first pylon. Players must jump up at each pylon with two feet. Important to take off on two feet and to land on two feet. Repeat four times. 7. Same as 6. except when players jump, they will take off on two feet, turn 180 degrees while in mid air and land. Repeat 3-4 times. 	15 minutes 
Front Start – also involves push and glide and two-foot stop (review) 	<p>Same formation as the balance and agility drills:</p> <ol style="list-style-type: none"> 1. On signal the players execute a front start, players then skate to the first pylon concentrating on their striding. Execute a two-foot stop at the first pylon. Repeat same from the first pylon to the boards. 	8 minutes 

SKILL	DESCRIPTION	TIME
Stationary Puckhandling (refine)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Each player has a puck and finds free space facing an coach. On signal move the pucks: <ol style="list-style-type: none"> a. From side to side in front of player's body. b. To forehand side of body from front to back. c. To backhand side of body from front to back. 3. Have players do this on their own (two minutes). 4. Have players attempt these maneuvers while calling out the number of fingers the coach is holding up. 	8 minutes 
Fun Time (introduce)	<ol style="list-style-type: none"> 1. Each player has a skipping rope. 2. Players spread out to a free area of ice. 3. On signal players perform two-foot jump skipping. 	4 minutes 
Backward Stance (review)	<ol style="list-style-type: none"> 1. Review key points and demonstrate. Have players go into the basic stance and stand up. Repeat 2-3 times. 	2 minutes 
Backward Gliding two skates (refine)	<ol style="list-style-type: none"> 1. Players partner off. 2. Push partner backwards, using two hockey sticks with the blades pointed down. 3. Player being pushed assumes the basic stance and glides on two skates. 4. Switch positions on the way back. 	5 minutes 
Backward Gliding one skate (review)	<ol style="list-style-type: none"> 1. Review and demonstrate key instruction points. 2. Same formation as backward gliding, two feet. 3. Partner being pushed glides across the ice on one skate. Same player returns using the other skate. Players then reverse positions. 4. Each player repeats 3-4 times. 	7 minutes 
Use of Feet in Puckhandling (review)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Formation the same as balance and agility. <ol style="list-style-type: none"> a. Players go across the ice controlling the puck in the skates, repeat two times. b. Players go across the ice pushing the puck ahead (three feet). Use alternate skates as you go. Repeat 3-4 times. c. Players carry puck to the middle by using their feet. Stickhandle from middle to the boards. 	6 minutes 

LESSON PLAN C-4



SKILL	DESCRIPTION	TIME
Game Time Red light – Green light (review)	<ol style="list-style-type: none">1. Set up a game in different areas. Game will be played going across the ice.2. A player or coach acts as a policeman and stands on one side of the rink.3. Players start on the other side of the rink. Each player has a puck.4. Players caught moving on red light by the policeman must return to original starting position.5. First player across wins.6. Players must cross rink by controlling the puck in their skates.	3 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

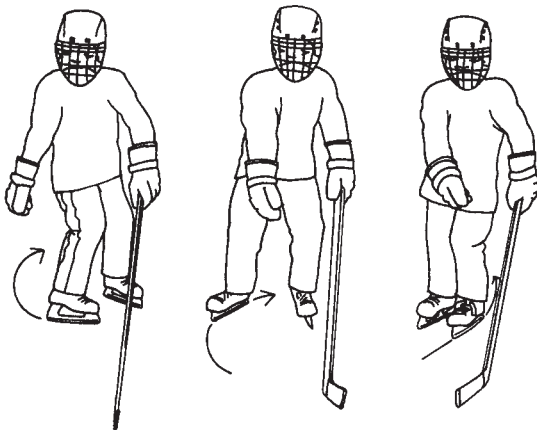


SPECIFIC OBJECTIVES

1. Refine backward gliding – two skates, (Lesson A-5; C-4).
2. Review backward gliding – one skate, (Lesson B-7; C-4).
3. Review use of feet in puckhandling, (Lesson B-11; C-4).
4. Refine backward C-cuts, (Lesson A-6; B-6).
5. Refine backward V-stop, (Lesson A-6; B-6).
6. Review glide turns, (Lesson B-2).
7. Review crossovers, (Lesson B-5).

KEY INSTRUCTIONAL POINTS

1. Backward C-cuts:



- a. Start from basic stance.
- b. Turn heel of right skate (driving leg) outward as far as possible; rotation of leg at the hip also takes place inward.
- c. From bent knee position and pressing on the ball of foot, extend the leg by pushing hard and making a semi-circle cut in the ice with the blade. Ensure weight is transferred onto 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. Practice is needed with both feet.

2. Backward V-stop:



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

LESSON C-5

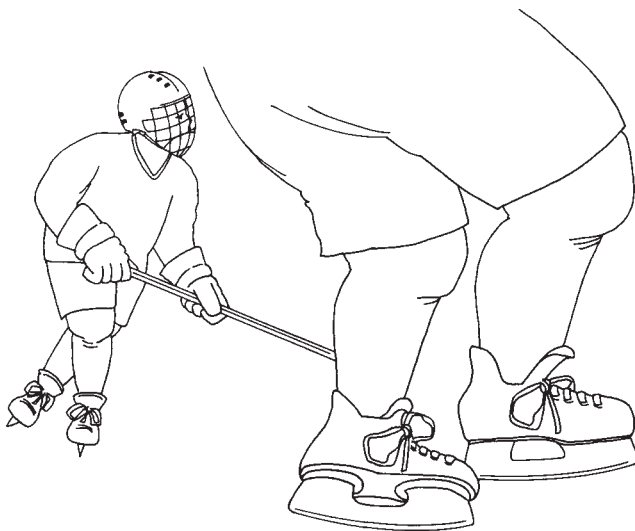


3. Glide Turns:



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

4. Crossovers:



Used to keep speed or to increase speed while skating on a curve.

- a. Skating on the circles.
- b. Push outside skate out towards the side, keeping the blade in contact with the ice until the leg is fully extended.
- c. 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 stride.
- d. Lean into the circle from the waist down by pushing your hips into the circle and keeping your inside shoulder up.
- e. After extension in "b", swing your outside leg over the inside leg and place the outside skate parallel to the inside skate but slightly ahead of it.
- f. The inside skate then pushes to full extension outward under the body, using the outside edge.
- g. When fully extended, return it quickly to its original position under the body and beside the outside skate.
- h. Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
- i. Repeat going in both directions.

TEACHING TOOLS NEEDED

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



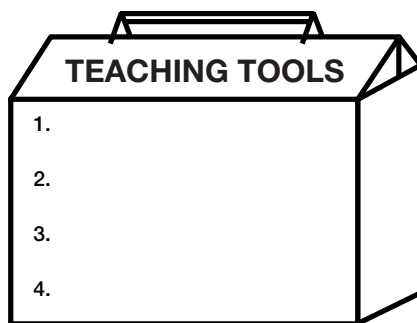
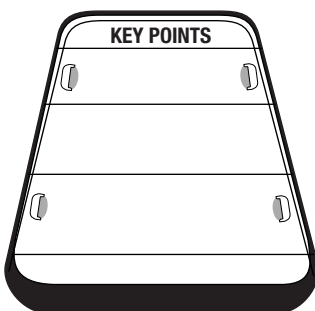
LESSON PLAN C-5






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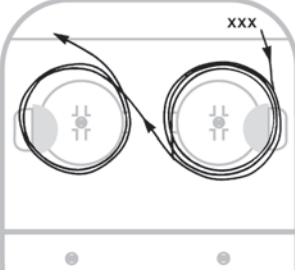

TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate clockwise controlling a puck with their stick and skates.	4 minutes 
Balance and Agility (review) 	<p>Players are arranged in groups along side boards. All drills are done going across the rink.</p> <ol style="list-style-type: none"> Take 5-6 strides to gain momentum and then pull your knee to your chest. Alternate legs as you go down the ice. Repeat for two lengths. Take 5-6 strides to gain momentum. Start gliding, squat down and touch heels with your hands. Glide in a straight line as far as possible. Repeat for two lengths. Start in basic stance. Skates must stay on the ice at all times. Go to the other end by pointing toes out to spread legs wide and pointing toes in to pull legs together. Repeat for two lengths. Take 5-6 strides to gain momentum and then start gliding on one skate. Start zig-zag motion – going from the inside edge to the outside edge. Return on other leg. Repeat three times with each leg. Execute a front start (5-6 running strides) and skate to the middle where you execute a two-foot stop turning to the left. On signal execute a front start and skate to the other side and stop again. On the return players execute a two-foot stop to the right. Do three lengths of each. 	15 minutes 
Backward Gliding one and two feet (refine) 	<ol style="list-style-type: none"> Start on sideboards. Take 3-4 strides backwards and start gliding on two skates. Be in basic stance – straighten up – go back into basic stance etc. Repeat coming back. Same as 2. but glide on one skate: <ol style="list-style-type: none"> Lift other skate out in front and glide in a straight line backwards. Lift other skate backwards and lean forward. Do 3. with both left and right skate as the gliding skate. Do twice with each leg. 	5 minutes 


LESSON PLAN C-5



SKILL	DESCRIPTION	TIME
Use of the Feet in Puckhandling (review)	<p>Same formation as backward gliding. Players on side boards with pucks.</p> <ol style="list-style-type: none"> 1. Cross the ice controlling the puck in their skates. Repeat coming back. 2. Cross the ice by pushing the puck ahead (three feet). Use the inside of the skate blade. Use alternate skates as you go. Repeat 3-4 times. 3. Players carry the puck out to the center by stickhandling and continue the last half by kicking the puck with the skates. Repeat 3-4 times. 	<p>5 minutes</p> 
Backward C-cuts (refine)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Formation the same as for balance and agility. 3. On signal the players initiate backwards movement by using a C-cut. Continue across the ice using only the skate you started with. Return using the other skate. Repeat four times with each skate. 	<p>7 minutes</p> 
Backward V-stop (refine)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Same formation as C-cut. 3. Players partner off. Push partner backwards with a hockey stick held horizontally at chest level. Player going backwards glides for 12 feet and then turns toes out and leans forward to execute a backward V-stop. Reverse positions on the return. Each player does three lengths. 	<p>5 minutes</p> 
Glide Turn (review) 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Same formation as C-cut. 3. A slalom course of six pylons is set up in a zig-zag pattern, the skater takes 2-4 strides and then glides on two skates while navigating the course. Stay at other side until all players have finished. Repeat. 	<p>5 minutes</p> 
Crossovers (review) 	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players start in one corner of the rink. 3. Do crossovers on face-off circles – 2.5 times around each circle. 4. Players can be sent 4-5 at a time or in some other manner. 5. Do three times. 	<p>7 minutes</p> 



LESSON PLAN C-5

SKILL	DESCRIPTION	TIME
Game Time (review)	<ol style="list-style-type: none">1. Mini game.2. Use small areas and play cross-ice.3. Use pylons as goals.4. To score, the puck must hit the pylon.5. No goalies.	7 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

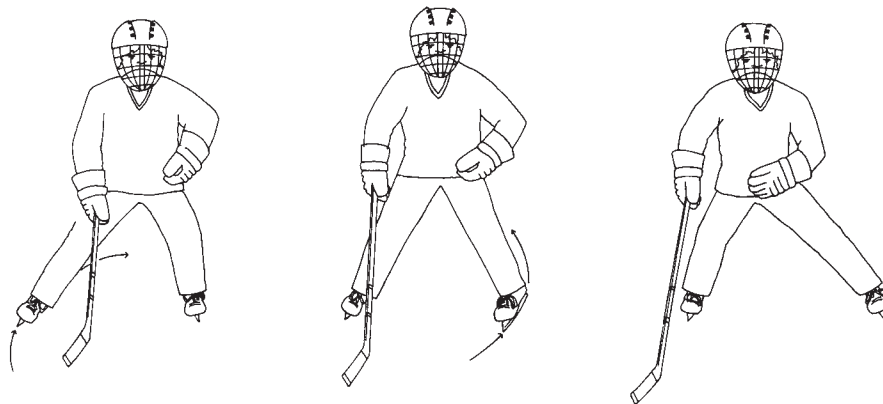


SPECIFIC OBJECTIVES

1. Refine backward C-cuts, (Lesson A-6; B-6; C-5).
2. Refine backward V-stop, (Lesson A-6; B-6; C-5).
3. Review crossovers, (Lesson B-5; C-5).
4. Refine backward push and glide, (Lesson B-7).
5. Review tight turns, (Lesson B-9).
6. Refine skating with the puck, (Lesson A-8; B-5).
7. Refine weaving with the puck, (Lesson A-10; B-10).

KEY INSTRUCTIONAL POINTS

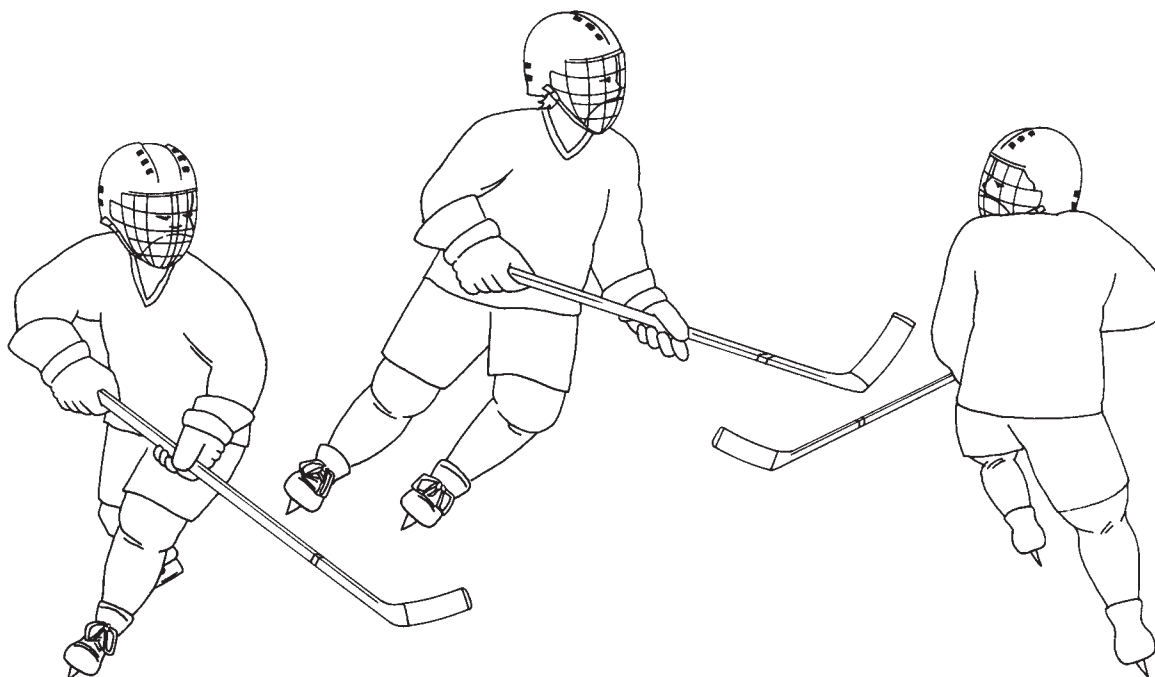
1. Backward push and glide:



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



2. Tight Turns:



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

- Stop skating and let yourself glide into the approach.
- Head up, knees bent, and feet shoulder width apart.
- Place the skate on the side you want to turn directly in front of the other (heel to toe).
- Turn your head and shoulders in the direction you want to go and bring your arms and stick to the same side.

- Lean well from the hips down inside the half circle that your skates will trace on the ice.
- Skates should be close together and center of gravity ahead of skates, in order to do crossovers after the tight turn to accelerate rapidly.
- Weight should be as evenly distributed as possible on both skates. Pressure is on the outside edge of lead skate and inside edge of follow skate.
- As the technique is learned, the players will sit further back on their blades.
- Once skates have travelled a complete half moon on the ice, players execute a crossover start by bringing the back leg over the front leg in order to accelerate out of the turn.

3. Skating with the puck:

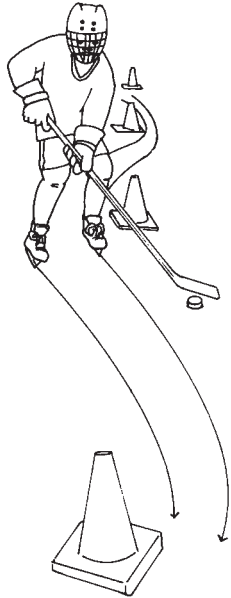
- Must be able to carry the puck without looking down.
- At first, try carrying the puck with quick glances down and then up.
- Use split vision to see puck on your stick.
- Keep puck out in front of body.
- Keep hands in front of body and on your stick.

LESSON C-6

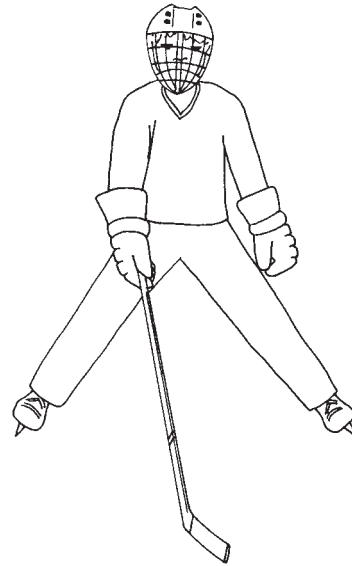


4. Weaving with puck:

- Refer to stationary puckhandling.
- Refer to skating with puck.
- Go around pylon carrying puck on the outside.
- Player keeps his body between the puck and the obstacle.



5. Lateral Groin Stretch:



- Spread legs as wide as possible (turn toes out).
- Pull together by turning the toes of the skates inward.

TEACHING TOOLS NEEDED

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





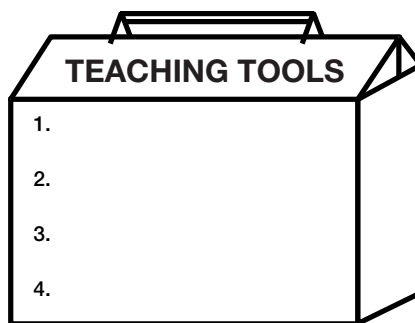
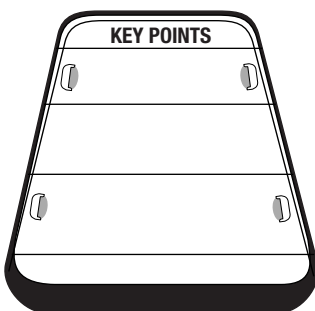
LESSON PLAN C-6






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TEAM: _____

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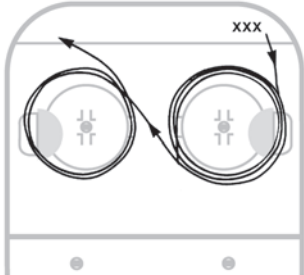




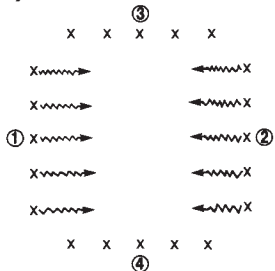

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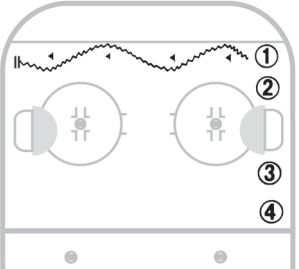




SKILL	DESCRIPTION	TIME
<p>Free Skate</p> 	<ol style="list-style-type: none"> 1. Players skate clockwise and perform stretching exercises: <ol style="list-style-type: none"> a. Stretch the groin. b. Touch the toes. c. Pull knee to chest. d. Leg lifts. e. Lateral groin stretch. 	<p>4 minutes</p> 
<p>Balance and Agility (review)</p>	<p>Players are arranged in groups along side boards. All drills are done going across the ice.</p> <ol style="list-style-type: none"> 1. Skate across the ice, concentrating on full leg extension. Repeat without sticks. <ol style="list-style-type: none"> a. Hands behind back. b. Hands on head. c. Hands on knees. Do 2-3 lengths of each. 2. Drop on two knees at center. Get up as quickly as possible. Repeat coming back. 3. Touch one knee (left) at center. Return touching right knee. Do two lengths with each knee. 4. Skate to center, fall on stomach and get up while sliding. Repeat coming back. 5. Execute a front start (3-4 running strides) and skate to center where you execute a two-foot stop turning to the left. On signal repeat procedure stopping at far side. On the return the player executes a two-foot stop by turning to the right. Do three lengths of each. 	<p>15 minutes</p> 
<p>Backward C-cuts (refine)</p> 	<ol style="list-style-type: none"> 1. Formation same as for balance and agility. 2. On signal the players initiate backward movement by using a C-cut. Continue across the ice using only the left skate. Return using only the right skate. Repeat three times with each skate. 	<p>4 minutes</p> 

LESSON PLAN C-6



SKILL	DESCRIPTION	TIME
<p>Backward V-stops (refine)</p> 	<ol style="list-style-type: none"> 1. Same formation as for C-cuts. 2. Players partner off. Push partner backwards with a hockey stick held at chest level. Player going backwards glides for 12 feet, then turns toes and skates outward and leans forward to execute backward V-stop. Reverse positions on the return. Each player does two lengths. 	<p>4 minutes</p> 
<p>Crossovers (review)</p> 	<ol style="list-style-type: none"> 1. Players start in one corner of the rink. 2. Do crossovers on circles. Go 2.5 times around each circle. 3. Players can be sent 4-5 at a time or in some other manner. 4. Repeat two times. 	<p>5 minutes</p> 
<p>Backward Push and Glide (refine)</p>	<ol style="list-style-type: none"> 1. Formation as in "C-cuts". 2. Players use a "C-cut" to get started. Continue across the ice by pushing with left foot – gliding – pushing with right foot – gliding – etc. Use a count of "Push 2-3-4, Push 2-3-4 etc." 	<p>6 minutes</p> 
<p>Tight Turns (review)</p> 	<ol style="list-style-type: none"> 1. Demonstrate and review key points. 2. Players partner off, 30 feet apart and facing one another. On signal the players from one side skate towards partner and execute a tight turn around him. He returns to his original position. Player from other side repeats. 3. Do tight turns to both left and right. 	<p>5 minutes</p> 
<p>Skating with the puck (refine)</p> 	<ol style="list-style-type: none"> 1. Players assigned to one of four areas. 2. Players form a square. Each player has a puck. On signal, side 1 and side 2 interchange positions. On second signal, side 3 and side 4 interchange. 	<p>3 minutes</p> 

SKILL	DESCRIPTION	TIME
<p>Weaving with puck (refine)</p> 	<p>Same formation as balance and agility, going across the ice.</p> <ol style="list-style-type: none"> 1. Set up course with pylons. 2. On signal the players skate through the pylons while controlling the puck. 3. Stay at other side. 4. Repeat coming back. 	<p>8 minutes</p> 
<p>Game Time – Diminishing Pucks (introduce)</p>	<ol style="list-style-type: none"> 1. Players in an area the size of one zone. 2. Players divided evenly into these zones. 3. Everybody in the zone has a puck except one person who is “it”. 4. “It” must get a puck away from someone else and stickhandle it into a safe area. Mark off with spray paint. 5. The player who has lost the puck attempts to retrieve it before “it” gets to the safe area. 6. Players who lose the puck join “it’s” side and attempt to get the puck away from others. 7. Last player retaining a puck is the winner. <p><i>Alternate for 5-7.</i></p> <ol style="list-style-type: none"> 5. Once you lose your puck, you must attempt to get one from someone else. 	<p>6 minutes</p> 

LESSON SUMMARY

Successes: _____

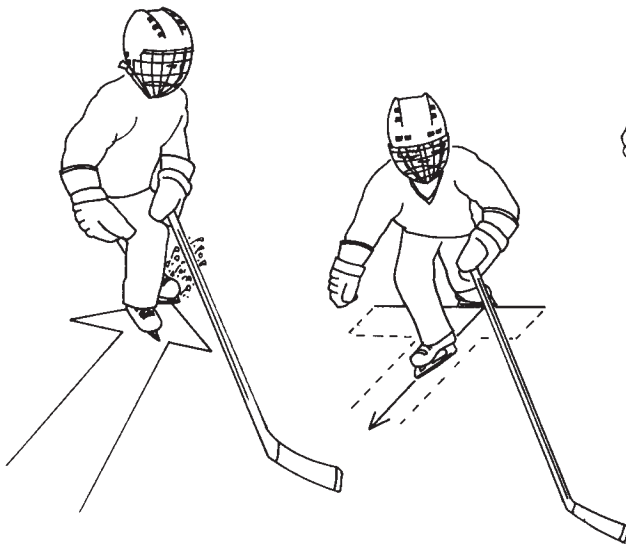
Areas of Improvement: _____

SPECIFIC OBJECTIVES

1. Refine backward push and glide, (Lesson B-7; C-6).
2. Review tight turns, (Lesson B-9; C-6).
3. Refine skating with puck, (Lesson A-8; B-5; C-6).
4. Refine weaving with puck, (Lesson A-10; B-10; C-6).
5. Review backward one-foot stop and T-push, (Lesson B-7).
6. Review open ice carry, (Lesson B-10).
7. Refine forehand sweep shot, (Lesson A-14; B-14).

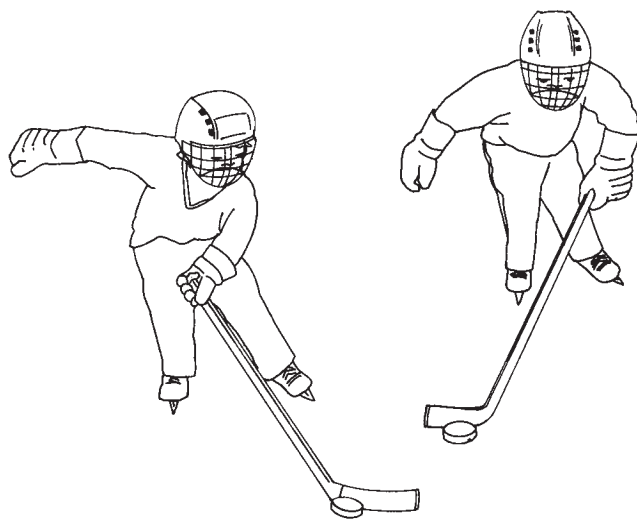
KEY INSTRUCTIONAL POINTS

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



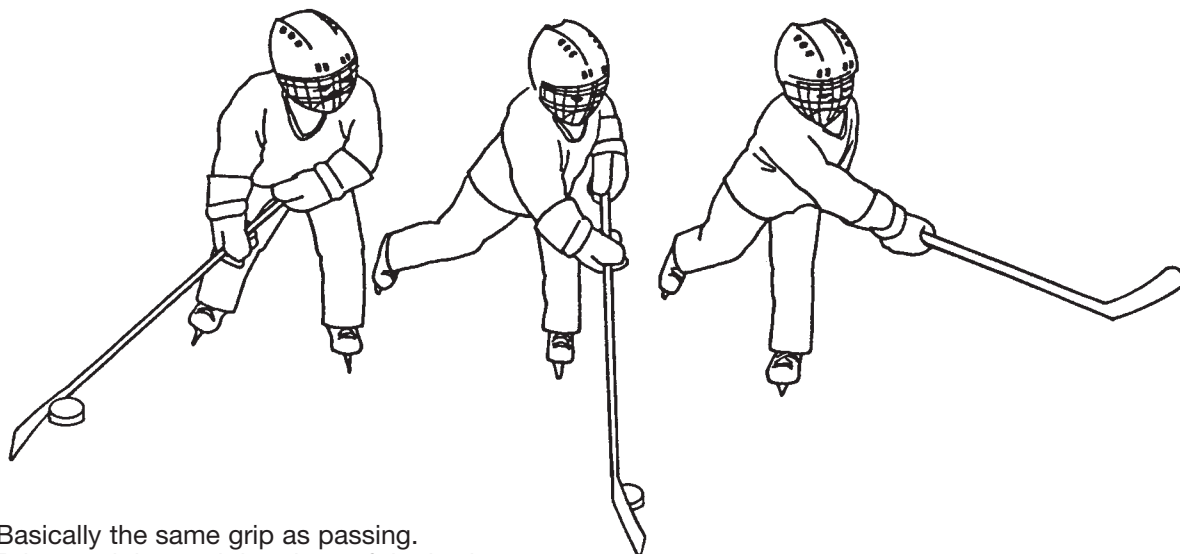
- a. Player is in motion backwards.
- b. Left leg extends and transfers weight to right leg.
- c. Left leg now being weightless begins to swing back.
- d. Shoulders, hips, and legs turn in a counter-clockwise direction as the left skate is planted in a braking position.
- e. Left knee is bent and the 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 a T-push start (Lesson C-1).

2. Open Ice Carry:



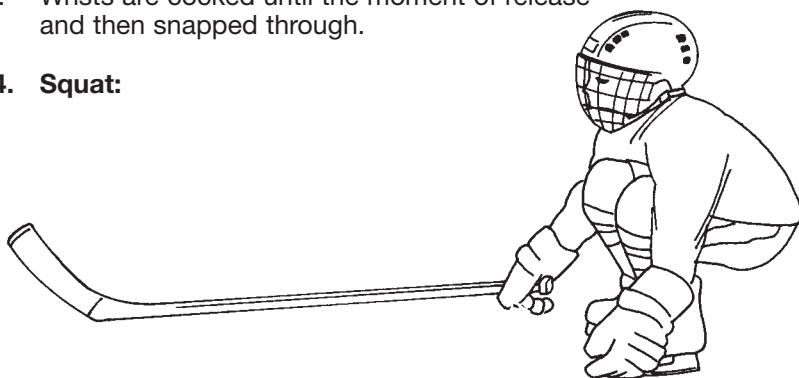
- a. Players have control of stick with top hand only.
- b. The puck is pushed ahead with the bottom edge of the stick blade. Should be done on both forehand and backhand side of the stick blade.
- c. Arm action is a slight forward thrust by straightening the arm at the elbow.
- d. Push the puck only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

3. Forehand Sweep Shot:



- Basically the same grip as passing.
- Bring puck beyond the plane of the body.
- Keep the puck in contact with the stick blade.
- Weight is on the back foot.
- In the process of sweeping the puck forward, the weight is transferred onto the front foot.
- Look down to control puck and then up at the target.
- Snap and roll the wrists; (pull the top hand, and push the bottom hand).
- Follow through low for a low shot and high for a high shot.
- Wrists are cocked until the moment of release and then snapped through.

4. Squat:



- Glide on both skates, skates approximately shoulder width apart.
- Sit down on heels of skates, extend arms forward have back straight, and shoulders over the knees.
- Holding head forward helps with center of gravity.
- Don't let skates get too far apart or too close together.
- Keep stick on ice, pointing forward and held by the top hand.
- Get seat right down on heels.

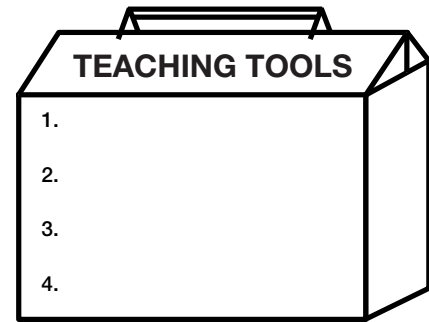
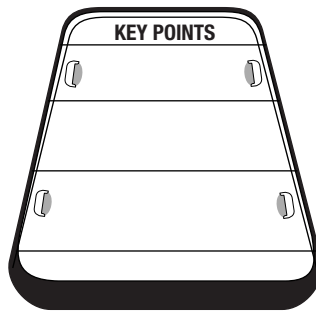
TEACHING TOOLS NEEDED

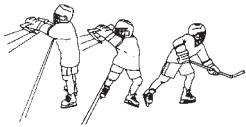
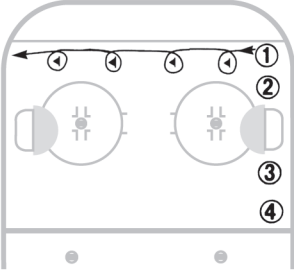
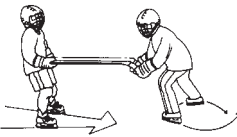
- Pylons
- Lightweight pucks
- Cross-ice rink boards

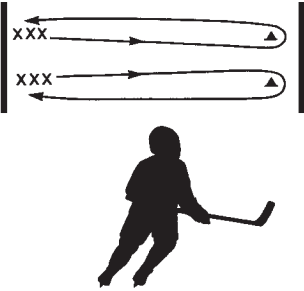
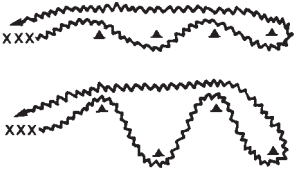


LESSON PLAN C-7



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







SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 1. Players skate backwards in a counter clockwise direction. Practice C-cuts with left skate only and with right skate only. 	4 minutes
Balance and Agility (review)  	Players are arranged in groups along side board. All drills are done going across the ice. <ol style="list-style-type: none"> 1. On signal the players skate across the ice doing exaggerated forward crossovers. Repeat four times. 2. Players face far boards. On a signal they turn 180 degrees and accelerate, skating rapidly to the center where they perform a two-foot stop. Concentrate on the thrust and glide. Repeat on the next signal skating to the far side. Repeat four times. 3. Players skate to center where they get into the squat position. Maintain this position and glide in a straight line to the other side. Repeat four times. 4. Repeat of 3. – at center get into squat position and lift one foot off the ice and extend the leg in front, keeping the skate off the ice. Hold this position until reaching the far side. Stand up and stop. Repeat three times with each leg. 5. Place four pylons across the ice. <ul style="list-style-type: none"> – Players start from the boards and circle each cone by doing a 360 degree turn. – Return by turning in the opposite direction. – Repeat two times each way. 	15 minutes
Backward Push and Glide (refine) 	Four stations – five minutes at each station. Change stations on a pre-determined signal. <p>Station 1: (Set up in one end zone.) Players partner up and face each other. Grasp each others hockey sticks at opposite ends with blades pointing down. One player skates backwards pulling his partner across the rink. Reverse positions coming back. After two cycles, partner being pulled offers light resistance by braking with one skate. The resistance should not stop the puller's momentum.</p>	20 minutes

SKILL	DESCRIPTION	TIME
<p>Skating with puck (refine)</p>	<p>Station No. 2: (Between blue line and red line.)</p> <ol style="list-style-type: none"> Players are placed against the sideboards, half on each side (No. 1 and No. 2) On signal No. 1 group crosses to the other side, stickhandling the puck. On second signal No. 2 group crosses ice doing the same. Incorporate use of skates also. Stickhandle across ice on the same signal – meeting at the center area. 	
<p>Tight Turns (review)</p> 	<p>Station No. 3: (Between red line and the other blue line.)</p> <ol style="list-style-type: none"> Players placed in two groups on sideboards. Place pylon on other side about 12 feet from boards. On signal the first player from each group skates out and executes a tight turn around the pylon, returning to group; second player goes etc. The players execute turn in the opposite direction the next time up. Incorporate carrying the puck after first three minutes. 	
<p>Weaving with the puck (refine)</p> 	<p>Station No. 4: (Other end zone.)</p> <ol style="list-style-type: none"> Players put into two groups on sideboards. Set up pylons about six feet apart. On signal the players weave through cones with puck, executing a turn around last pylons and returning to line. After 2-3 minutes stagger the pylons and repeat. 	
<p>Backward One-foot Stop and T-push (review)</p> 	<ol style="list-style-type: none"> Review and demonstrate key points of T-push. <ol style="list-style-type: none"> Players line up on sideboards. Perform T-push and glide as far as possible on one skate, repeat until you cross the ice. Return using the other skate. 	<p>10 minutes</p> 

LESSON PLAN C-7



SKILL	DESCRIPTION	TIME
	<ol style="list-style-type: none"> 2. Review backward one-foot stop. <ol style="list-style-type: none"> a. Players line up facing the boards. b. Perform C-cuts to gain momentum and then backward striding. Perform a one-foot stop about three feet from the boards repeat going back. Do 4-5 times. 3. Combine one-foot stop and T-push. <ol style="list-style-type: none"> a. Same as 2. but when you stop you should be in a T-push position with your skates. Immediately push down and out with the back foot to gain momentum; start striding forward to the other side and execute a two-foot stop. 	
Open Ice Carry (review)	Same formation as balance and agility drills. <ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players skate across the ice pushing the puck ahead with the bottom edge of the stick blade. 	5 minutes 
Forehand Sweep Shot (refine)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players spread out around the boards. 3. Players stand stationary about 10-12 feet from the boards. Each player has a puck. Shoot for a spot on the boards. 	5 minutes 
Cool Down	<ol style="list-style-type: none"> 1. Players skate clockwise performing stretching exercises from Lesson C-1 (Balance and Agility). 	1 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

1. Review backward one-foot stop and T-push, (Lesson B-7; C-7).
2. Review open ice carry, Lesson B-10; C-7).
3. Refine forehand sweep shot, (Lesson A-14; B-14; C-7).
4. Review reversing direction two foot-stop and T-push, (Lesson B-6).
5. Refine backhand sweep shot, (Lesson A-15; B-14).
6. Review stopping with the puck, (Lesson B-12).

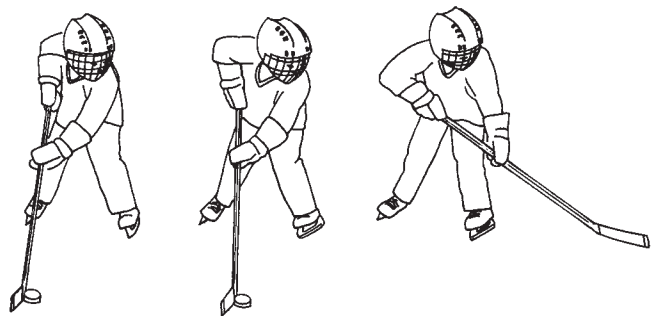
KEY INSTRUCTIONAL POINTS

1. Two-foot Stop and T-push:



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

2. Backhand Sweep Shot:

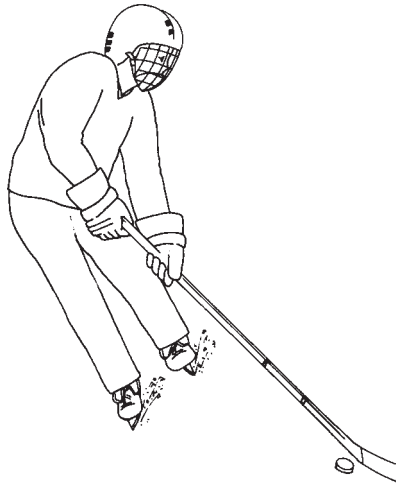
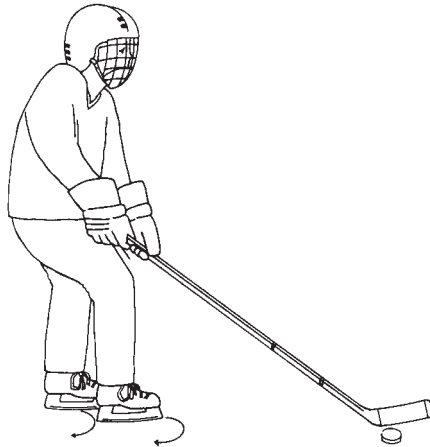


- a. Basically the same grip as passing.
- b. Bring the puck beyond the plane of the body.
- c. Weight is on the back leg.
- d. In the process of sweeping the puck through, the weight is transferred to the front foot.
- e. Look down to control puck and then look up at the target.
- f. Snap and roll the wrists. (Push the top hand and pull the bottom hand).
- g. Release the puck and follow through low.

LESSON C-8

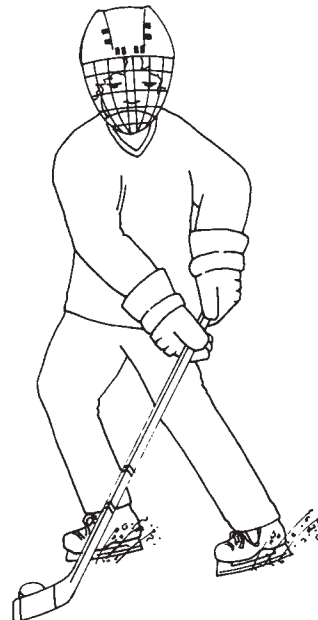


3. Stopping with the puck:



- a. Review two-foot stop.
- b. Review puckhandling.

- c. When stopping, the puck is kept under control by cupping the stick blade over the puck.
- d. Keep two hands on the stick.



TEACHING TOOLS NEEDED

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



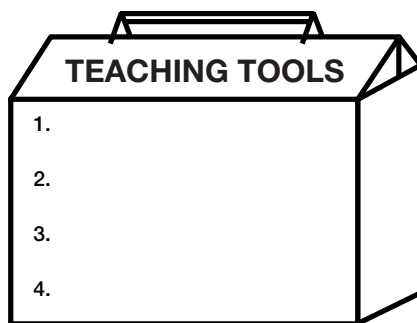
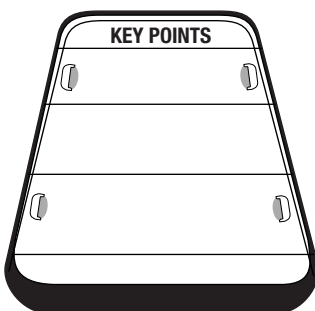
LESSON PLAN C-8


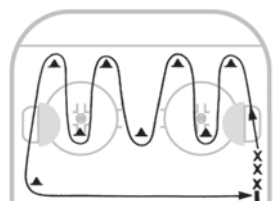
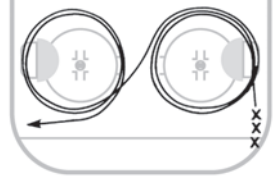

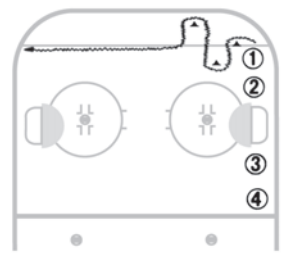

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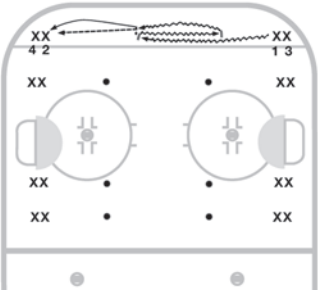



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate freely while maintaining control of the puck. The players can also incorporate puck control with the feet.	4 minutes 
Balance and Agility (review) <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> Station 1  </div> <div style="margin-bottom: 10px;"> Station 2 (not pictured) </div> <div> Station 3  </div> </div>	Divide players into three stations – five minutes at each station. Station No. 1: (One end zone) 1. a. Players execute a tight turn around each pylon in the diagram given; execute a two-foot stop when you return to the original position. b. Same as (a) but do carrying a puck. Station No. 2: (Between the two blue lines.) 1. Players execute a backward start using C-cuts and then strides across the ice using a backward “V” stop at far boards. Immediately uses running forward start to gain momentum in opposite direction. Concentrate on forward striding and finish with a two-foot stop. Repeat five times. 2. Same as 1. but use one-foot backward stop followed by a T-push to gain forward momentum. Concentrate on forward striding and finish with a two-foot stop. Station No. 3: (Other end zone) 1. Players do crossovers around circle No. 1 (2.5 times) and then go to circle No. 2 (two times). 2. Send players at intervals. 3. Do four times. 4. Repeat 1. going backwards.	15 minutes 
Open Ice Carry (review) 	1. Use cross-ice format. 2. Arrange players into four groups. 3. All players with a puck. 4. Players start with puck from the side boards and weave through the pylons. 5. Perform an open ice carry from the third pylon to the far boards. 6. Second player starts when first player reaches center.	8 minutes 

LESSON PLAN C-8



SKILL	DESCRIPTION	TIME
<p>Forehand Sweep Shot (refine)</p> 	<ol style="list-style-type: none"> 1. Players stand stationary about 10-12 feet from the boards. Each player has a puck. Shoot for a spot on the boards. 	<p>4 minutes</p> 
<p>Reversing Direction: Two-foot Stop and T-push (review)</p>	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players start on sideboards. 3. On a signal the players execute a front start and skate to the opposite side. 4. Players execute a two-foot stop six feet from the boards. 5. To get started in the opposite direction the players will use a T-push. 6. Repeat in a sequence of three widths. 7. Repeat four times. 	<p>5 minutes</p> 
<p>Backhand Sweep Shot (refine)</p>	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players stand stationary about 10-12 feet from the boards. 3. Each player has a puck. 4. Shoot for a spot on the boards. 	<p>5 minutes</p> 
<p>Stopping with the puck (review)</p>	<ol style="list-style-type: none"> 1. Use cross-ice format. 2. Arrange players in four groups. 3. On signal players carry the puck to center and stop. Repeat stop at far boards. 	<p>5 minutes</p> 

SKILL	DESCRIPTION	TIME
<p>Game Time</p> 	<p>Relay formation – four teams going across the ice.</p> <p>Put dots on the ice using spray paint. Place dots 18-20 feet in front of players.</p> <ol style="list-style-type: none"> 1. Player X1 carries puck (open ice carry) down the ice and stops at the dot. Return carrying the puck in opposite direction again stopping at the dot. Return in opposite direction with the puck. When dot is reached X1 passes to X2. X2 repeats drill and passes to X3, etc. 2. Player X1 skates forward to the far dot and stops. He comes <i>backwards</i> to first dot and stops. He then goes forward to the far dot and touches X2 who repeats going in the opposite direction. 	<p>14 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



SPECIFIC OBJECTIVES

1. Review forward two-foot stop and T-push, (Lesson B-6; C-8).
2. Refine backhand sweep shot, (Lesson A-15; B-14; C-8).
3. Review stopping with the puck, (Lesson B-12; C-8).
4. Introduce one-foot stop – front foot.
5. Review pivot – forward to backwards, (Lesson B-8).
6. Refine forehand sweep pass and receive, (Lesson A-12; B-12).

KEY INSTRUCTIONAL POINTS

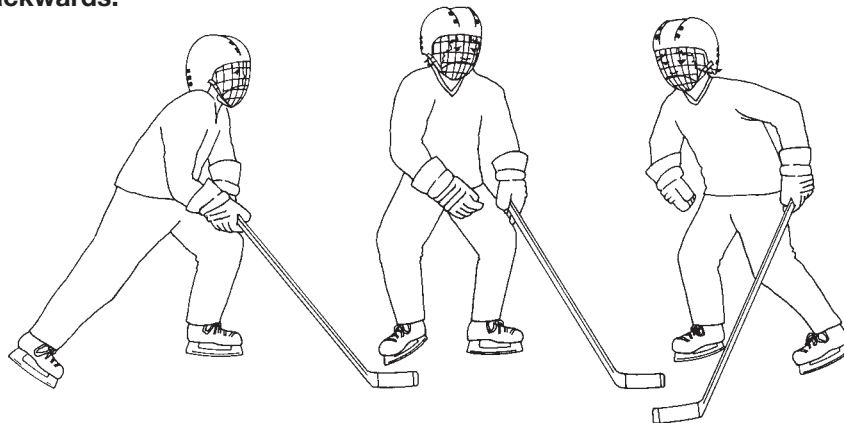
1. Front-foot Stop (inside edge):



Technique is essentially the same as the two-foot parallel stop, except the inside leg is held back slightly above the ice.

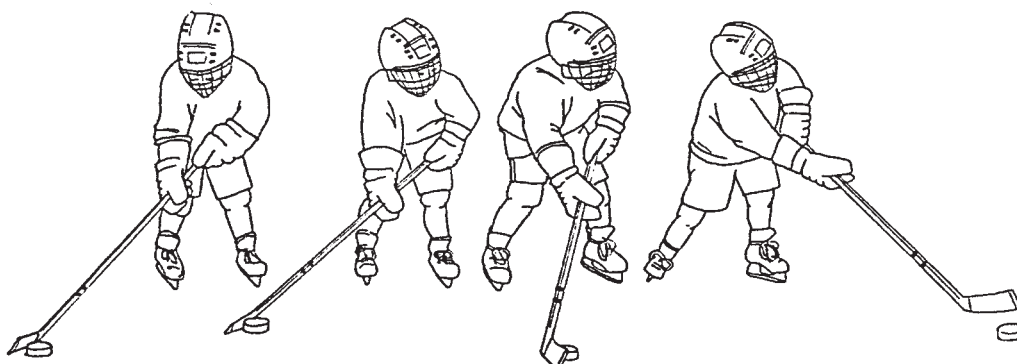
- a. From a regular skating stride, snap the skate of the front leg at a 90 degree angle to the direction of motion. Initiate with a rotating action of the hips and shoulders.
- b. The weight of the body is on the front leg.
- c. Pressure on the ice is applied on the inside edge and on the front part of the blade while extending the leg vigorously.
- d. Inside leg is slightly off the ice ready to initiate a new movement.

2. Pivot – forward to backwards:



- a. Player gains forward momentum and coasts on the left skate.
- b. The player straightens up and rotates right skate outward (as close to 180 degrees as possible) bringing it on the other side of the gliding skate (*left*) but facing in the opposite direction. Turn is started by rotating right shoulder backwards, the torso and hips will follow.
- c. Transfer the weight from the left skate to the right skate – step down on right skate and push off with the left skate. Unweight your skates by going from bent knees to straight legs. This will help in transferring from left to the right skate.
- d. Finish pivot by turning the left skate so that it is parallel with the right skate.
- e. Push to side with the right skate and start to skate backwards.
- f. Must learn to both sides.

3. Forehand Sweep Pass:

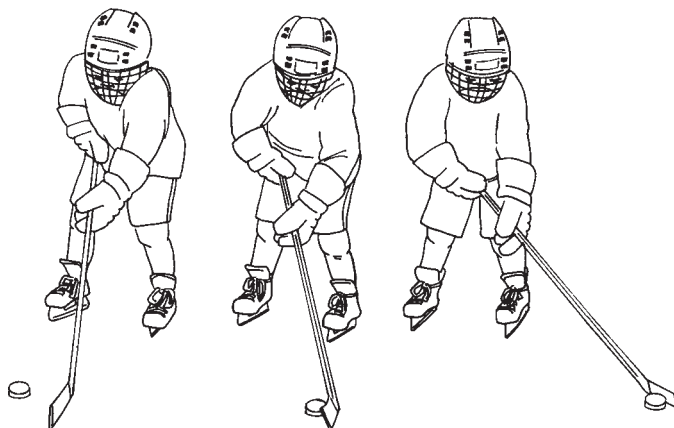


It is very important that each player has a stick that is not too long.

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

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

4. Receiving pass on forehand:



- Head up looking at the puck, make eye contact with passer.
- Present a target with your stick blade on the ice.
- Keep blade at 90 degrees towards the direction of the puck.

- As the pucks contacts the blade, some give is allowed providing a cushioning effect. Look puck onto stick.
- Be prepared to pass.
- Watch the puck all the way to the stick.

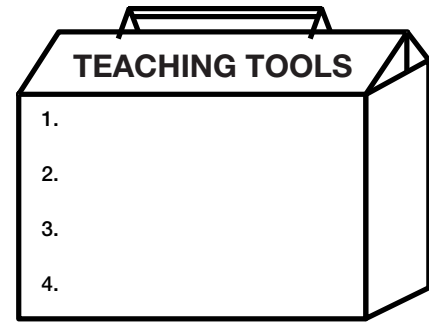
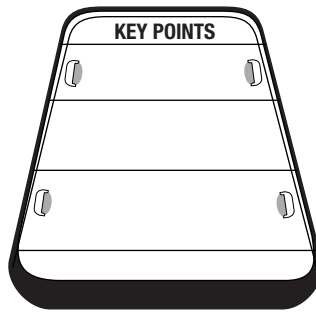
TEACHING TOOLS NEEDED


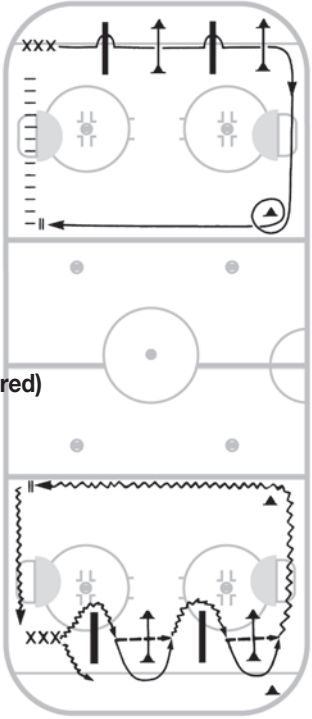

1. Lightweight pucks
2. Tennis balls
3. Ball hockey balls or other color tennis balls
4. Pylons
5. Agility boards
6. Cross-ice rink boards






LESSON PLAN C-9

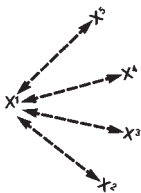


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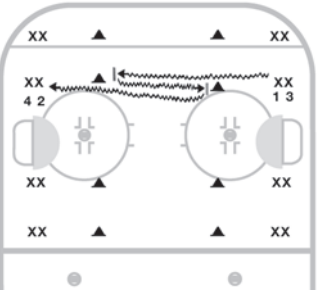

SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> As each player steps onto the ice they are given either a puck, a tennis ball, or a ball hockey ball. The players skate in any direction on the ice controlling their object. On the whistle the player must exchange for another piece of equipment. No shooting allowed. 	5 minutes 
Balance and Agility (review) 	<p>Divide players into three stations – five minutes at each station.</p> <p>Station 1: (One end zone)</p> <ol style="list-style-type: none"> Players skate forward and jump over first agility board, dive under second obstacle set up on pylons, jump over agility board, dive under board on high pylons. Player then gets up and skates to pylon and turns 360 degrees around pylon and skates forward to sideboards. Execute a two-foot stop and do lateral crossovers back to the original position. <p>Station 2: (Between blue lines)</p> <ol style="list-style-type: none"> Players cross the ice touching a knee on the ice after each stride. Drive with left skate – touch left knee to ice and get up. Drive with right skate and then touch the right knee to the ice and get up. Repeat across ice. Do six times. Cross the ice doing exaggerated forward crossovers. <p>Station 3: (One end zone) Set up course as shown.</p> <ol style="list-style-type: none"> Players carry puck with them. They must slide it under the obstacles on pylons, skate around and pick it up. Perform an open ice carry on returning to position. Repeat. 	15 minutes 

SKILL	DESCRIPTION	TIME
One-foot Stop – Front Foot (introduce)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Arrange players in groups along side boards. 3. On signal first player skates to center and executes a one foot stop using the right foot. On the second signal repeat same stop on the far side. 4. Use left foot for stopping on the return. 5. Do six times with each leg. 	10 minutes 
Two-foot Stop and T-push (review)	<ol style="list-style-type: none"> 1. Same formation as above. 2. Player skates to far side and performs a two-foot stop and T-push in opposite direction. Skates back to center performing a two-foot stop and T-push. Skates to far side in opposite direction. 3. Repeat three times on each side. 	4 minutes 
Backhand Sweep Shot (refine)	<ol style="list-style-type: none"> 1. Players stand stationary about 10-12 feet from the boards. Each player has a puck. 2. Shoot for a spot on the boards. 	4 minutes 
Pivot (Forward – Backwards) (review)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players start at sideboards. Take 4-5 strides to gain forward momentum. 3. Glide on one skate for three feet and then execute the pivot. 4. Skate backwards to far boards and perform a backward V-stop. 5. Do 5-6 times on each leg. 	7 minutes 
Stationary Passing and Receiving using Forehand (refine)	<ol style="list-style-type: none"> 1. Review and demonstrate. 2. Players get in groups of four or five as diagrammed. X1 passes to X2. X2 returns pass to X1. X1 passes to X3. X3 returns pass to X1. Repeat. Rotate players every minute. 	6 minutes 



LESSON PLAN C-9



SKILL	DESCRIPTION	TIME
<p>Game Time-Relay</p> 	<p>Divide players into four teams. Half the team at each side of the rink. One puck per team.</p> <ol style="list-style-type: none"> 1. On signal X1 carries the puck to far pylon and stops. He then returns to first pylon and stops. He then skates to the far side giving the puck to X2. 2. X2 repeats – giving puck to X3. 3. Relay is finished when players return to their original position. 	<p>9 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

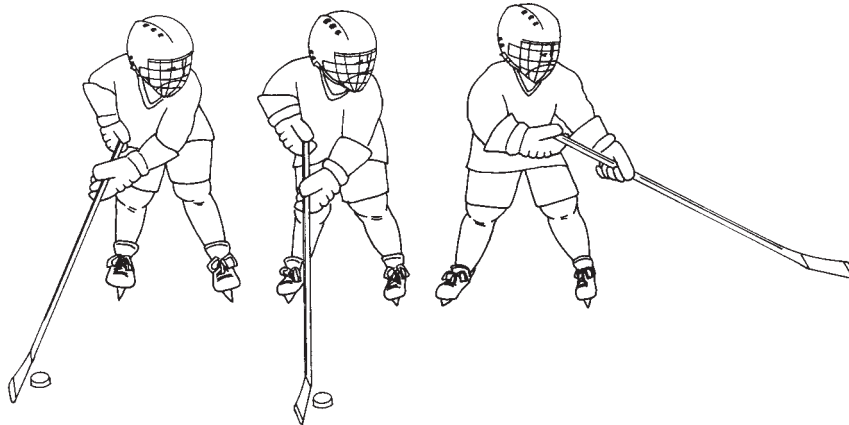


SPECIFIC OBJECTIVES

1. Review one-foot stop – front foot, (Lesson C-9).
2. Review pivot – forward to backwards, (Lesson B-8; C-9).
3. Refine passing – receiving on forehand, (Lesson A-12; B-12; C-9).
4. Review pivot – backwards to forward, (Lesson B-8).
5. Refine passing – receiving on backhand, (Lesson A-13; B-12).

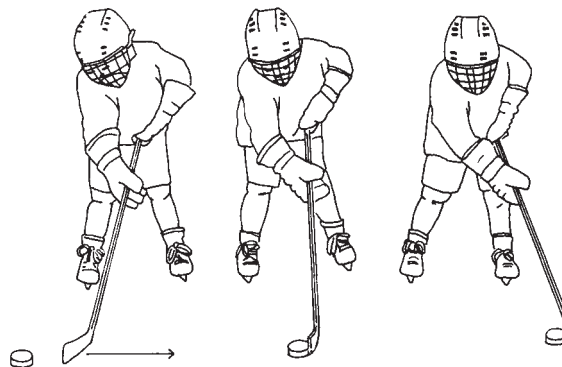
KEY INSTRUCTIONAL POINTS

1. Backhand Sweep Pass:



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

2. Receiving pass on the backhand:

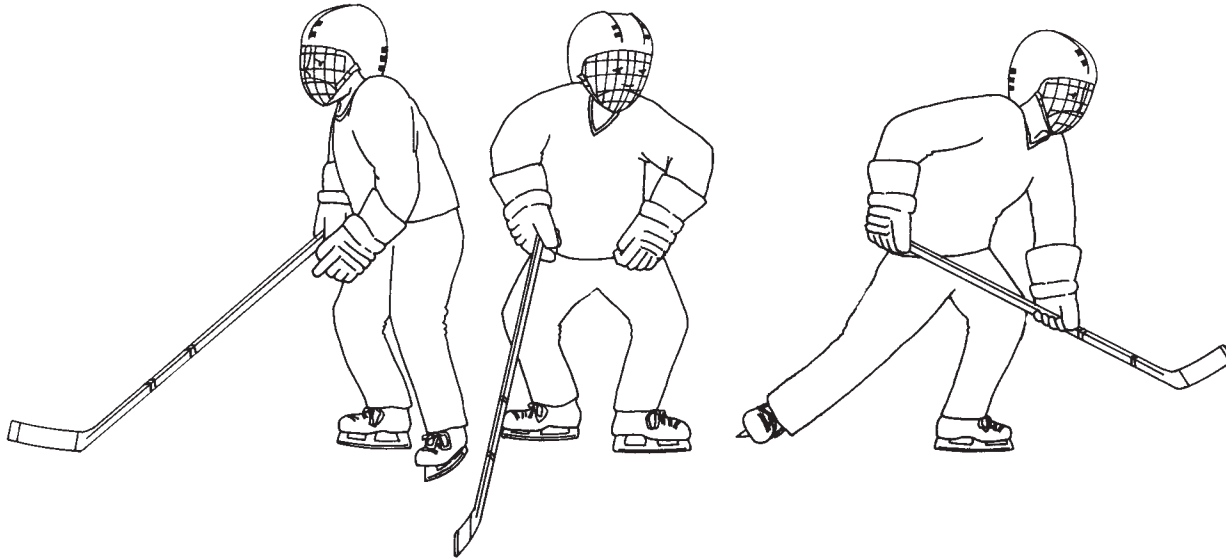


- a. Head up watching the puck, make eye contact with passer.
- b. Stick is on the ice for a target.
- c. Cup your stick and cushion the impact by relaxing the wrists. Look puck onto stick.
- d. Be prepared to pass.

LESSON C-10



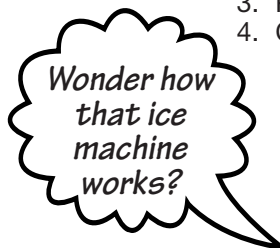
3. Pivot – backwards to forward:



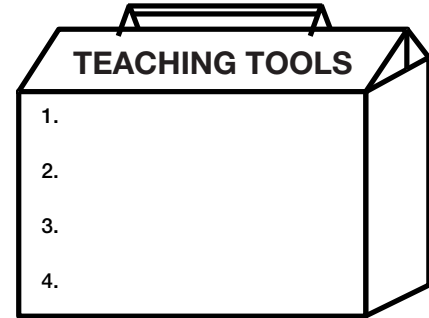
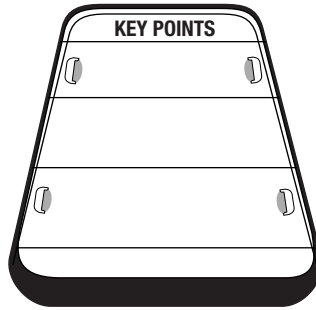
- Players are in motion backwards.
- To turn to the left, transfer the weight to the right skate.
- Lift the left skate off the ice and turn it as close to 180 degrees as possible, while gliding straight back on right skate.
- Turn is started by rotating the left shoulder backwards, the torso and hips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


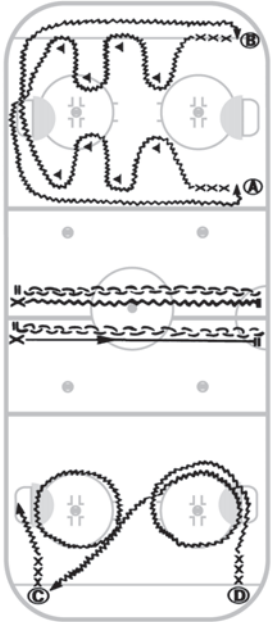

TEACHING TOOLS NEEDED

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





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



SKILL	DESCRIPTION	TIME
Free Skate	1. 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.	4 minutes 
Balance and Agility (review) 	Stations set up as in diagram. Six minutes at each. Station 1: On given signal a player from A and B weaves with the puck through the pylons, skates behind the net and to the end of the other line. When player ahead gets to the third pylon the next player can go. Station 2: Players do first without pucks. Include pucks part way through. Drill is performed in an area between the blue lines. Can be marked off with spray paint. 1. Player skates forwards and performs a two-foot stop. 2. Player immediately skates backwards and performs a backward V-stop. 3. Immediately go into a running forward start and repeat steps 1. and 2. 4. Do sequence three times. 5. Can also include backward one-foot stop and T-push. Station No. 3: Players from C and D carry puck around face-off circles as indicated, going to the end of the other line.	18 minutes
Pivot (Backwards to Forward) (review)	1. Review and demonstrate key instructional points. 2. Have players start at sideboards. Take 4-5 strides to gain backward momentum. 3. Glide on one foot for three feet and then execute the turn. 4. Accelerate out of the turn skating forwards and execute a two-foot stop at far side. 5. Do on the same foot for 5-6 times. 6. Switch to the other foot and do 5-6 times.	8 minutes 

LESSON PLAN C-10



SKILL	DESCRIPTION	TIME
Backhand Sweep Pass and Receive Stationary (refine)	<ol style="list-style-type: none"> Review and demonstrate key points. Players partner off – approximately 18 feet apart. Practice backhand pass and receive. 	6 minutes
One-foot Stop – Front Foot (review) 	<ol style="list-style-type: none"> Review and demonstrate key points. Arrange players in groups along side boards. On a signal the first player from each group skates to the center and executes a one-foot stop using the right foot. On second signal, skate and repeat same stop on the far side. On the return use the left foot to stop with. Do two lengths with each. 	5 minutes
Pivot (Forward to Backwards) (review) 	<ol style="list-style-type: none"> Same formation as one-foot stop. On signal first player from each group skates forwards to the center where player pivots. Skate backwards to far end. Second player leaves when first player is at center. Also have players concentrate on forward and backward striding. 	6 minutes
Forehand Sweep Pass and Receive (refine)	<ol style="list-style-type: none"> Players partner off, approximately 18 feet apart. Practice forehand pass and receive. Move out to 30 feet after half the time. 	3 minutes
Game Time (review)	Mini game using a lightweight puck. <ol style="list-style-type: none"> Use small areas and play across the rink. Use pylons as goals. To score, the puck must hit the pylon. No goalies. 	10 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

1. Review pivot – backwards to forwards, (Lesson B-8; C-10).
2. Refine passing and receiving on backhand, (Lesson A-13; B-12; C-10).
3. Introduce crossover front start.
4. Refine lateral crossovers, (Lesson A-4; B-2).
5. Review lead pass to a moving target, (Lesson B-13).

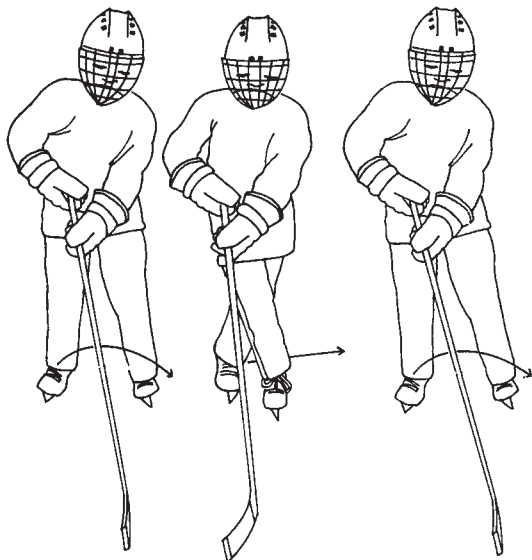
KEY INSTRUCTIONAL POINTS

1. Lead pass to a moving target:

Fastest way to advance puck up the ice to a teammate is by passing it.

- a. Passer must develop quick reactions to passing opportunities.
- b. Pass to a spot ahead of your teammate so that he can skate into the moving pass. This is called “leading the man” with the pass.

2. Lateral Movement – Crossovers:

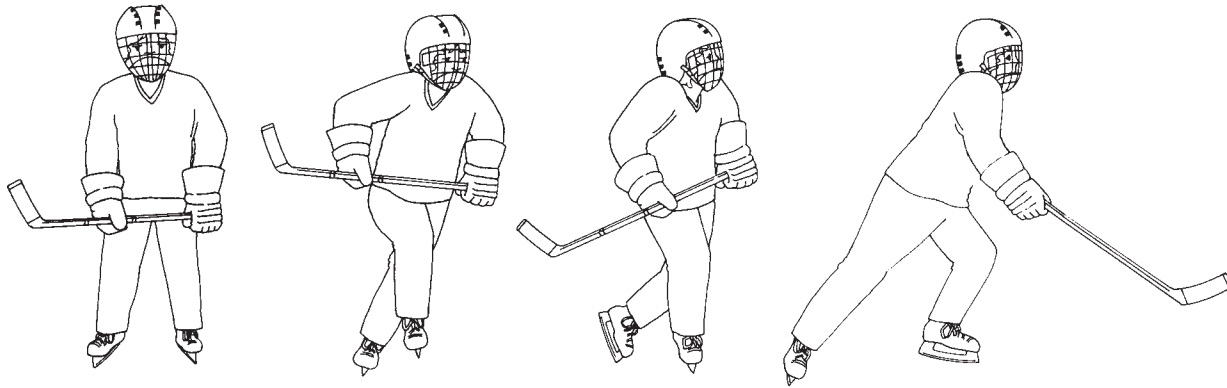


- a. Players start from the basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn the body in the direction of movement.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front and on the ice.
- e. Walk slowly at first. As the players pick up the drill, speed up the tempo.
- f. Put the right skate over the left skate. Lead with the heel of the right skate over the toes of the left skate, and place the blade of the right skate slightly outside the left skate. Your legs are now crossed.
- g. Take the left skate around behind the right skate and place it back in the normal stance position.
- h. Repeat steps (f) and (g) as many times as is required.
- i. Practice both to the left and to the right.

LESSON C-11



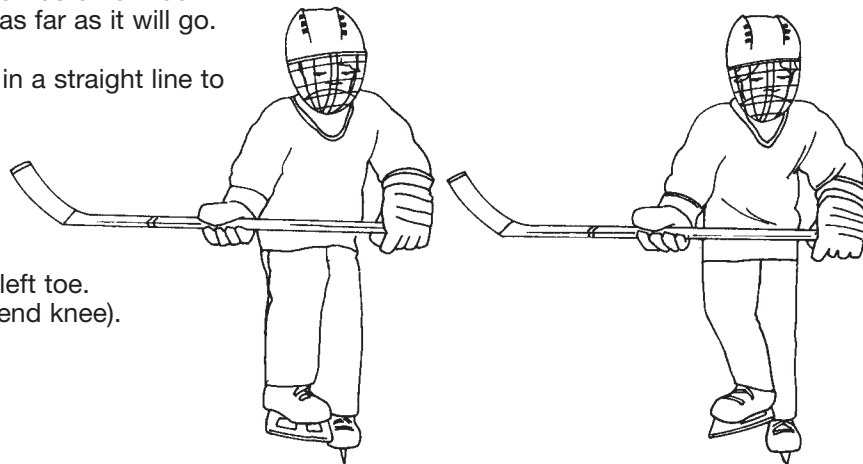
3. Front Start – Use Crossovers:



- Player is sideways to the intended direction with the skates slightly closer together than in a basic stance position. Feet shoulder width apart, knees bent, and weight on the balls of the feet.
- The head and shoulders are rotated in the desired direction while the body lunges forward driven by the extension of the outside leg (inside edge) followed quickly by the inside leg (outside edge).
- The outside leg crosses over in front of the inside leg and is forcefully brought down on the ice at an angle as close to 90 degrees as possible to the intended direction. The stride is short and as close to the ice as possible. Land on the full blade.
- Player is now in a front start position.
- First 3-4 strides are very short and choppy.
- As speed builds up the stride is lengthened.
- Practice move in both directions.

4. Toe In:

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

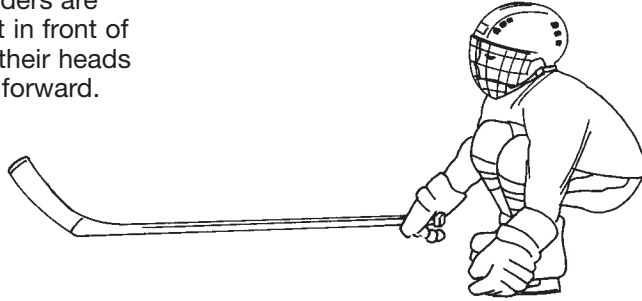


5. Toe Out:

- Place right heel against the left toe.
- Turn toe outward. (Do not bend knee).
- Do with both feet.

6. Squat:

If players are in the correct position their seats are down on their heels, their shoulders are over their knees, and their arms out in front of them. Their backs are straight and their heads up. The stick in on the ice pointing forward.



TEACHING TOOLS NEEDED

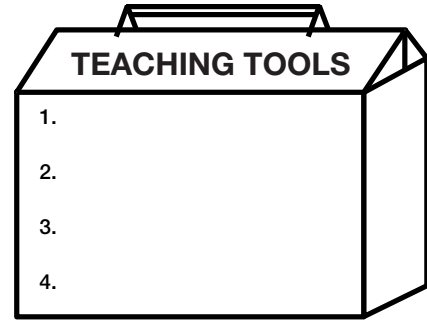
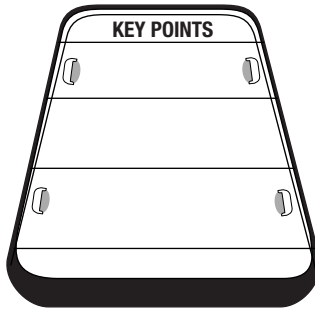
1. Lightweight pucks
2. Pylons
3. Cross-ice rink boards


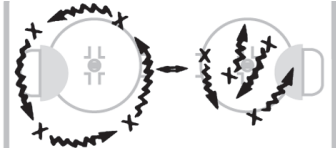
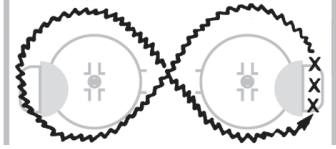
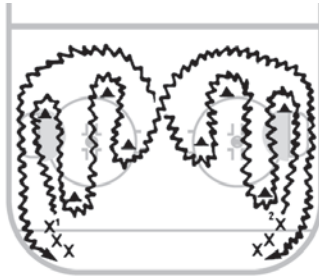




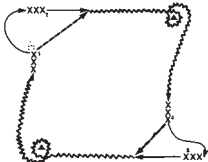





LESSON PLAN C-11



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



SKILL	DESCRIPTION	TIME
<p>Free Skate</p>	<p>1. Players skate freely around ice surface, executing one-foot stops on the front foot. Practice with both left and right foot.</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>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"> 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 a signal they again go outside circle etc. Have players carry puck both to the left and the right. Players stand along boards. On signal they follow course around the face-off circles. Second player goes when first player is out six feet. <p>Station 2: (From one blue line to the red line.)</p> <ol style="list-style-type: none"> Starting at sideboards, skate forward. On a given signal pivot and skate backwards to other side. Have players pivot to both left and right. <p>Station 3: (From one blue line to the red line.) Starting from the sideboards take 3-4 strides to gain momentum and then:</p> <ol style="list-style-type: none"> Review toe in. Review toe out. <p>Do a. and b. with both left and right foot. Two widths each.</p> <ol style="list-style-type: none"> Take squat position to far side. Three widths. Same as c. but after you are in the squat position lift one foot off the ice and extend the leg out front. Try with both left and right legs. <p>Station 4: (Use other end zone.)</p> <ol style="list-style-type: none"> Players are divided evenly into two corners. X₁ carries the puck through the course and goes to end of X₂ – X₂ goes through course and to the end of X₁ – can also do without puck. 	<p>20 minutes</p> 

SKILL	DESCRIPTION	TIME
Crossover Start (introduce)	Arrange players in groups along side boards. 1. On signal the first player from each group executes a crossover start and skates to center where player executes a two-foot front stop. 2. On next signal, repeat going to far boards. 3. Return starting and stopping to opposite side.	8 minutes 
Lead pass to moving target (review) 	1. Review and demonstrate key points. 2. Set up a course as diagrammed: <ul style="list-style-type: none"> On signal, players X2 and X3 start out skating with sticks on the ice ready to receive a pass. X1 and X4 try to pass them the puck so they receive it about 15 feet out from the start of the line. X2 skates down around pylon and goes to the end of X4 line. (X1 goes to end of X2 line; X3 goes to X1; and X4 goes to X3.) 	8 minutes 
Lateral Crossovers (refine)	1. Review and demonstrate key points. 2. Players line up along sideboards, facing one end. (Number players in three's.) 3. On signal "1's" do lateral crossovers to far side. 4. Numbers 2 and 3 repeat doing the same. 5. Repeat coming back – still face the same end boards.	5 minutes 
Pivot – Backwards to Forward (review) 	1. Same formation as above. 2. On signal No. 1 skate backwards to the center of the ice. Then execute a pivot and skate forward to far side where they execute a two-foot stop. 3. No. 2 and No. 3 also repeat. 4. Have players pivot to both the left and the right.	4 minutes 
Stationary Passing (refine)	1. Review and demonstrate key points. 2. Players partner off and stand 18-20 feet apart. <ol style="list-style-type: none"> Practice passing and receiving on the backhand. Practice passing on the forehand and receiving on the backhand. Practice passing on the backhand and receiving on the forehand. In b. and c. when turning from forehand to backhand and backhand to forehand, always turn facing the man. 	11 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

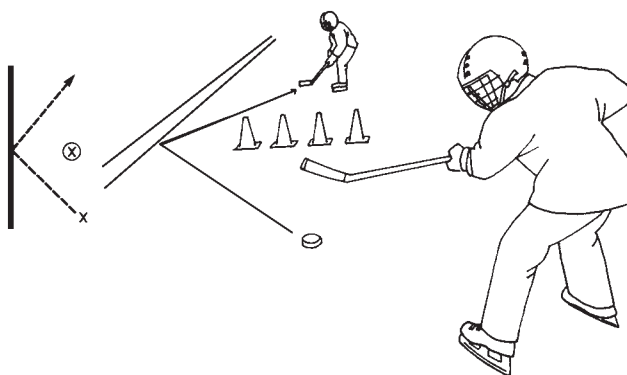
SPECIFIC OBJECTIVES

1. Review crossover start, (Lesson C-11).
2. Review lead pass to moving target, (Lesson B-13; C-11).
3. Refine lateral crossovers, (Lesson A-4; B-2; C-11).
4. Review bank pass, (Lesson B-13).
5. Introduce backward crossover start.

KEY INSTRUCTIONAL POINTS

1. Bank Pass:

- a. Make the 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. The angle onto the boards equals the angle off the boards.



2. Backward Crossover Start:

Use to accelerate quickly from a stationary backward position.

- a. Player in basic stance, with skates parallel to each other.
- b. Player rotates rapidly sideways in order to be in a forward crossover start position. Eyes must always be looking at the oncoming opponent.
- c. Body is driven backwards by the extension of the outside leg (inside edge) followed by an extension of the inside leg (outside edge).
- d. The outside leg crosses over in front of the inside leg and is brought down on the ice at an angle as close to 90 degrees as possible to the intended direction. This stride should be short and close to the ice. The pressure is on the inside edge.
- e. The player drives hard off of this leg and goes into his regular backward stride.
- f. Player should always keep his eyes on the oncoming opponents.
- g. Stick is held in one hand, with the blade remaining flat on the ice in front of the player.
- h. Practice to both left and right.

TEACHING TOOLS NEEDED

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



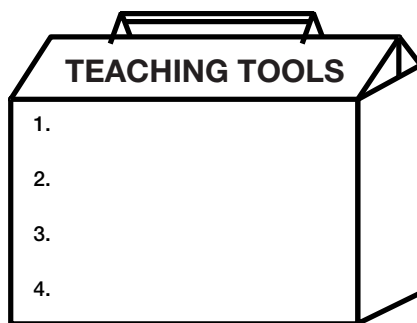
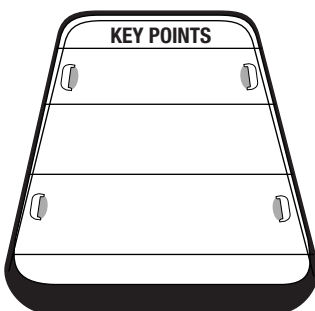
LESSON PLAN C-12


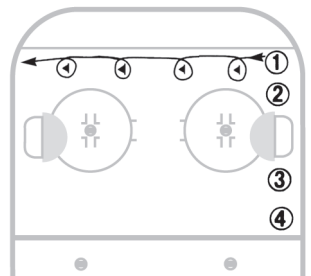

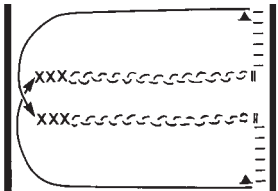

COACH: _____

TEAM: _____

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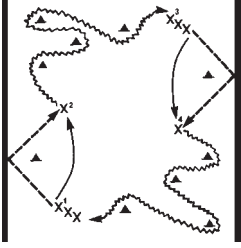

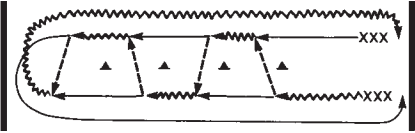

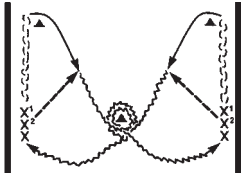


TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate in pairs around the rink and pass the puck to each other. Use both forehand and backhand sweep passes.	4 minutes 
Balance and Agility (review) 	Use full width of ice. Arrange players into groups along side boards. 1. Players perform a forward crossover start. Skate as quickly as possible and start gliding on two skates. Players must jump up at center with two feet. Important to take off on two feet and to land on two feet. Try to kick skates up to seat when jumping. Repeat three times. 2. Same as #1 except when players jump up at center they will take off on two feet, turn 180 degrees while in the air and land going backwards. Repeat three times. 3. Players perform forward start and start gliding on one skate and perform a zigzag motion to far boards. Go from inside to outside edge. Return on other leg. Repeat three times with each leg. 4. Players partner up and face each other. Grasp each others hockey sticks with blades pointing down. One player skates backwards pulling his partner across the ice, partner being pulled offers slight resistance. Reverse position coming back. Each player goes twice. 5. Place four pylons across the ice. Players start from one end and circle each pylon by doing a 360 degree turn. Return by turning in the opposite direction. Repeat two times each way. 6. Same as 5. but with pucks.	20 minutes 
Backward Crossover Start (introduce) 	1. Divide into three zones. 2. Review and demonstrate key instructional points. 3. Start two skaters at a time. 4. On signal the players perform a backward crossover start and skate backwards to far boards. Execute a V-stop. Do lateral crossovers to right or left. Skate to end of opposite line. Second time the player performs start from the other line.	8 minutes 

LESSON PLAN C-12



SKILL	DESCRIPTION	TIME
<p>Bank Pass (review)</p> 	<ol style="list-style-type: none"> Review and demonstrate key 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 and weaves through pylons to the end of X3 line; X4 does same and goes to end of X1 line. X1 replaces X2, and X3 replaces X4. Do in three zones. 	<p>6 minutes</p> 
<p>Skating and Passing (review)</p> 	<p>Three zones.</p> <ol style="list-style-type: none"> Set pylons across rink about 10 feet apart. Arrange the players in two rows. Players pair off. Must make one pass between each pair of cones. Players then return to end of opposite line. Must pass and receive on backhand, if on backhand side and on forehand if on forehand side. 	<p>6 minutes</p> 
<p>Lead Pass (review)</p> 	<ol style="list-style-type: none"> Review and demonstrate key instructional points. Set up in three zones. On signal X1 in each group skates backwards to pylon, pivots and skates forward ready to receive a pass from X2. Players then carry puck around pylon and go to the end of the other line. 	<p>6 minutes</p> 
<p>Game Time – Relay (review)</p>	<p>Arrange in groups along side boards.</p> <ol style="list-style-type: none"> Each team has a puck. On signal the first player, X1 in each group, balances a puck on the blade of stick and skates down the ice. X1 gives puck to X2 who repeats in other direction and hands it to X3, etc. If the puck drops from the blade, the player must stop and place the puck back on stick before continuing. On X1 return trip player must skate backwards with puck on stick blade. Relay is over when all have returned to their original position. 	<p>10 minutes</p> 

LESSON SUMMARY

Successes: _____

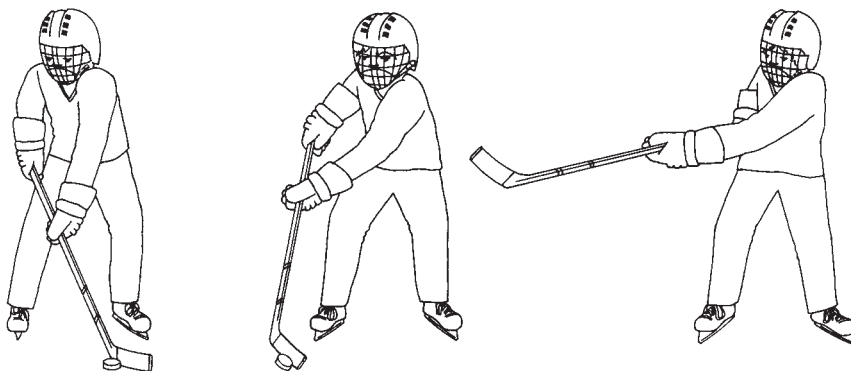
Areas of Improvement: _____

SPECIFIC OBJECTIVES

1. Review backward crossover starts, (Lesson C-12).
2. Review bank pass, (Lesson B-13; C-12).
3. Review skating and shooting, (Lesson B-15).
4. Introduce flip pass.
5. Review pivots (forward to backwards; backwards to forward), (Lesson B-8; C-9; C-10).
6. Review skate – pass – shoot (Lesson B-15).

KEY INSTRUCTIONAL POINTS

1. Flip Pass:



- a. Puck starts on the heel and moves forward towards the toe of the stick.
- b. Action is upward and forward with a follow through towards the target.
- c. In order to land flat on the ice and make it easy to receive, the puck must have a spinning action when in flight. (Start puck on heel of stick.)

2. Skating and Shooting:

- a. Review points on skating with puck and open ice carry.
- b. Review points on shooting – forehand and backhand.

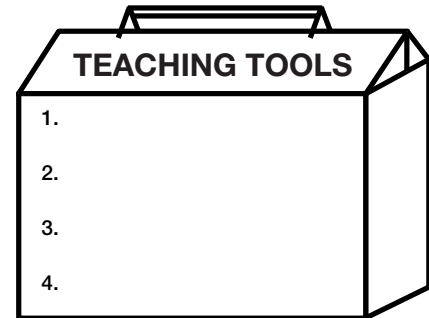
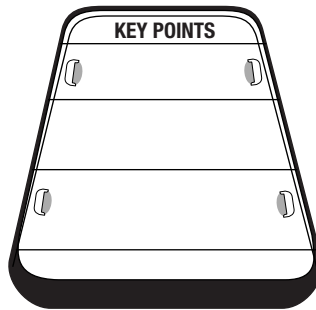
TEACHING TOOLS NEEDED


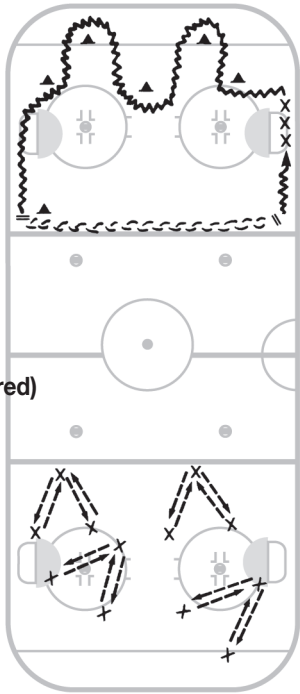

1. Lightweight pucks
2. Pylons
3. Agility boards
4. Cross-ice rink boards


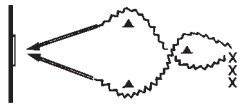




LESSON PLAN C-13



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

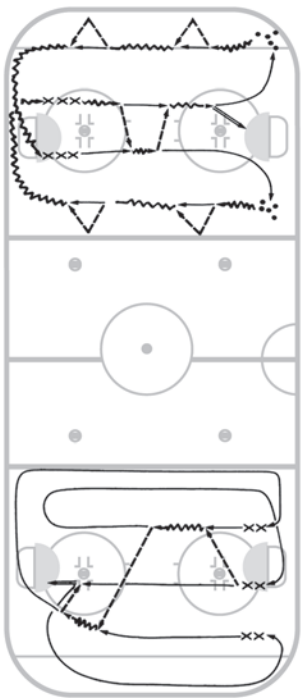



SKILL	DESCRIPTION	TIME
<p>Free Skate</p>	<ol style="list-style-type: none"> 1. Players skate all over the ice, stickhandling with the puck. On signals the players are restricted to: <ol style="list-style-type: none"> a. 3/4 of the ice. b. 1/2 of the ice. c. 1/4 of the ice. 	<p>5 minutes</p> 
<p>Balance and Agility (review)</p>  <p>The diagram shows an ice rink with three stations: Station 1 at the top end zone with pylon weaving, Station 2 in the middle with crossover and C-cut drills, and Station 3 at the bottom end zone with a group drill.</p>	<p>Three stations – five minutes at each station.</p> <p>Station 1: (One of the end zones)</p> <ol style="list-style-type: none"> 1. Player controls puck while weaving through pylons. 2. Player performs a tight turn at last pylon and accelerates forward to pylon. Execute a two-foot stop while controlling puck. Face boards when stopping. 3. Skate backwards to opposite side of rink while controlling puck. <p>Station 2: (Between blue lines.)</p> <ol style="list-style-type: none"> 1. Cross-ice doing exaggerated forward crossovers. 2. Cross-ice must touch left knee and up, right knee and up, and both knees and up. 3. Backward C-cuts using only left skate. Return using only right skate. 4. Skate backwards across ice and stop using one foot. After stop, immediately start forward using T-push and then forward skating to other side. Stop using one-foot stop – front foot. <p>Station 3: (Other end zone.)</p> <ol style="list-style-type: none"> 1. Players in groups of three. One player faces other two. 2. Two pucks are kept in motion at all times. 	<p>15 minutes</p> 

SKILL	DESCRIPTION	TIME
Flip Pass (introduce)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Players pair off 6-9 feet apart. Place an agility board between them. 3. Practice flip pass over the agility board to partner. 	8 minutes 
Skate and Shoot (review) 	<ol style="list-style-type: none"> 1. Review and demonstrate key shooting points. 2. Do in three zones. Set up as diagrammed. 3. Place target on boards using colored tape. 4. Players follow course – first time to the left, second time to the right. Once forehand, once backhand. 	5 minutes 
Bank Pass (review)	<ol style="list-style-type: none"> 1. Three zones. 2. Players skate around in their zone, passing against the boards while skating. Use pylons as markers to pass around. 3. Go in the opposite direction for half the time. 	5 minutes 
Pivot Forward to Backwards Backwards to Forward (review)	Arrange players in groups along side boards. <ol style="list-style-type: none"> 1. On signal first player executes a front start (use both ways) and skates across. He pivots towards left and skates backwards, and then pivot towards left and skate to far side. 2. On return, pivot to the right. 	5 minutes 
Backward Crossover Start (review)	<ol style="list-style-type: none"> 1. Review key points. 2. Same formation as pivots. 3. On signal first player in each group performs a start and skates to center and stops. 4. Repeat on signal and skate to far side and stop. 	5 minutes 

LESSON PLAN C-13



SKILL	DESCRIPTION	TIME
<p>Skate – Pass – Shoot (review)</p>  <p>Station 1</p> <p>Station 2</p>	<p>Stations – six minutes at each station.</p> <p>Each station uses cross-ice format.</p> <p>Station 1: Passing in pairs, end up with a shot on net. Players take a puck and return back to opposite lines. Execute two board passes as you return.</p> <p>Station 2: Passing in groups of three. Players return to the line on their left.</p>	<p>12 minutes</p> 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

SPECIFIC OBJECTIVES

1. Review skating and passing, (Lesson B-15).
2. Review flip pass, (Lesson C-13).
3. Review skating and shooting, (Lesson B-15).
4. Introduce flip shot.
5. Introduce faking – skating fake.

KEY INSTRUCTIONAL POINTS

1. Skating and Passing:

- a. Review points on passing and receiving forehand, backhand and lead pass.
- b. Review points on skating with puck and open ice carry.

2. Flip Shot:



A technique used to hit the upper corners of the net from close in, or to lift the puck over the sprawling goalkeeper.

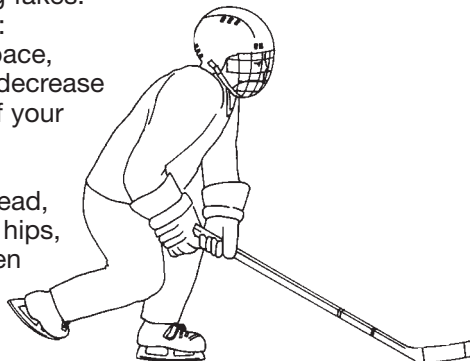
- a. Puck is on the toe of the stick blade which is near the front foot.
- b. Lift is given by tilting the blade so that only its bottom edge contacts the puck.
- c. Deliver from in front of the body with a scooping action of the stick by the wrists.
- d. Need a quick snap of the wrists and a high follow through.

Backhand is similar, except puck is closer to the heel of the blade to get better action.

4. Skating Fake (see image at left):

Two types of skating fakes.

- a. Change of pace:
 1. To change pace, increase or decrease the shove of your pushing leg.
- b. Body deke:
 1. Drop your head, shoulder, or hips, one way, then move the other.



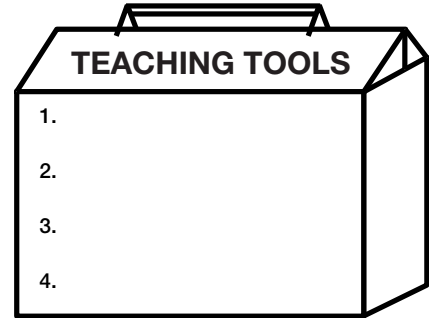
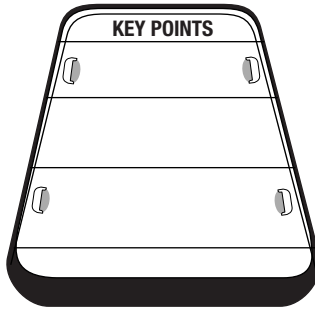
TEACHING TOOLS NEEDED


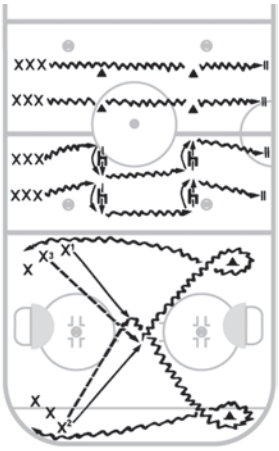



1. Pylons
2. Lightweight pucks
3. Agility boards
4. Spray paint
5. Cross-ice rink boards



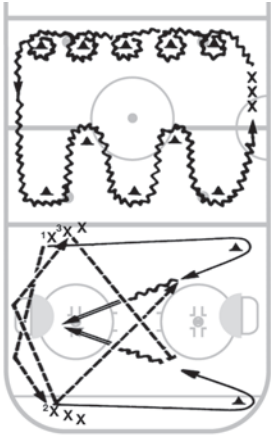




LESSON PLAN C-14



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



SKILL	DESCRIPTION	TIME
Free Skate	Players skate counter-clockwise, and perform stretching exercises. a. Stretch the groin. b. Pull knee to chest. c. Touch the toes. d. Leg lifts.	4 minutes 
THE NEXT 42 MINUTES WILL INVOLVE STATION WORK. DIVIDE PLAYERS INTO THREE GROUPS. PLAYERS CHANGE STATIONS ON SIGNAL.		
<p>Flip Shot Station (introduce)</p> <p>Skating Fakes (introduce)</p> <p>Skate and Pass (review)</p> 	<p>Station 1: Flip Shot</p> <ol style="list-style-type: none"> One end zone. Review and demonstrate key points. Each player with a puck stand 4-5 feet from boards. Practice flip shot against boards. Work on both forehand and backhand. <p>Station 2: Skating Fakes</p> <ol style="list-style-type: none"> Neutral zone. Players arranged in four groups against sideboards. On signal skate to first pylon and slow down. Then accelerate at second pylon (change of pace). Also work on body deke. At first chair, slide puck through the chair from left to right, pick it up, skate to the next chair and slide puck through from right to left. <p>Station 3: Skate and Pass</p> <ol style="list-style-type: none"> End zone. Set up as diagrammed, can use spray paint to show course. X1 skates through middle area and receives pass from X2, he continues out around pylon and back to end of opposite line. After passing, X2 skates out and receives pass from X3. 	<p>7 minutes </p> <p>7 minutes </p> <p>7 minutes </p>

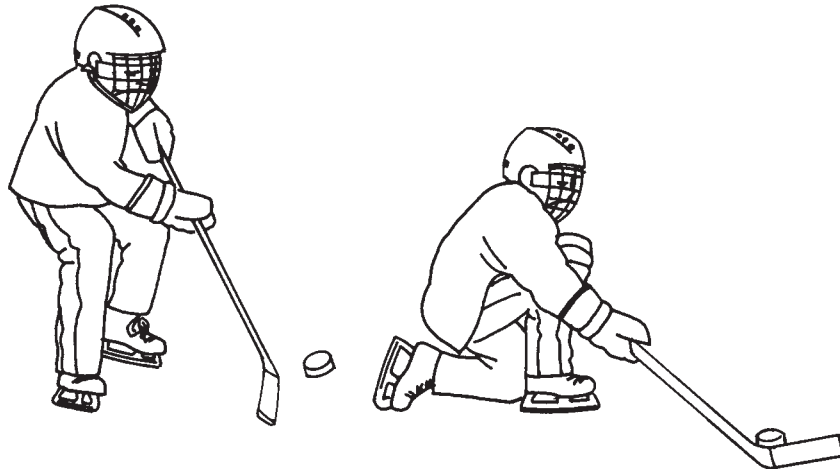
SKILL	DESCRIPTION	TIME
<p>Crossover Start-Forward and Backward Pivots (review)</p> 	<p>Station 1:</p> <ol style="list-style-type: none"> 1. Open end zone. 2. Players in four groups on sideboards. 3. On signal perform a front crossover start and skate to pylon. At the pylon, perform a pivot (front to back), skate backwards to far boards and perform a V-stop. Immediately execute a front running start in opposite direction, pivot at pylon and skate backwards to original side. Next player goes on signal. 4. Second time up: Player performs a backward crossover start, skates backwards to pylon and pivots back to front then skates forward to far side and executes a two-foot stop, and immediately skates backwards again pivoting at pylon. Final stop is on one foot. (front foot stop). 	<p>7 minutes</p> 
<p>Puckhandling (review)</p> <p>Pass – Skate – Shoot (review)</p> 	<p>Station 2: Puckhandling</p> <ol style="list-style-type: none"> 1. Neutral zone. 2. Set up as diagrammed. 3. Players with pucks. 4. Players turn 360 degrees around pylons. 5. On second group of pylons the players weave through them. 6. Can also do without pucks. <p>Station 3: Pass, Skate, Shoot</p> <ol style="list-style-type: none"> 1. End zone. 2. X1 gives a bank pass to X2. 3. X1 skates out around pylon and receives a return pass from X2. 4. X1 then shoots and goes to end of opposite line. 5. X2 gives bank pass to X3. 6. X2 skates out around pylon and receives a return pass, etc. 	<p>7 minutes</p>  <p>7 minutes</p> 
<p>Flip Pass (review)</p>	<ol style="list-style-type: none"> 1. Players partner off 6-9 feet apart. 2. Practice flip pass to partner. Can use agility board. 3. Try both forehand and backhand. 	<p>5 minutes</p> 
<p>Game Time (review)</p>	<p>Mini game:</p> <ol style="list-style-type: none"> 1. Use three areas and play across ice. 2. Use pylons as goals. 3. To score, puck must hit pylon. 4. No goalies. 	<p>9 minutes</p> 

SPECIFIC OBJECTIVES

1. Review flip shot, (Lesson C-14).
2. Review skating fake, (Lesson C-14).
3. Review skate – pass – shoot.

KEY INSTRUCTIONAL POINTS

1. Touching knee to ice while controlling the puck:
 - a. Player should slide bottom hand down the shaft of stick, this keeps blade flat on the ice.



TEACHING TOOLS NEEDED

1. Pucks
2. Pylons
3. Cross-ice rink boards





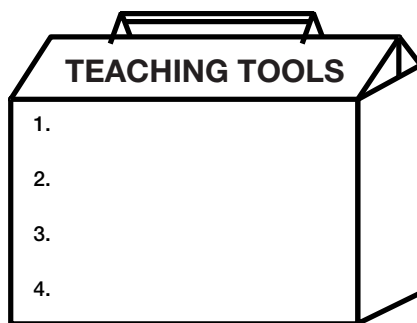
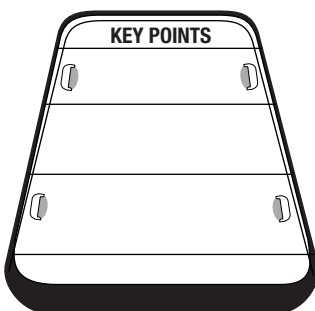
LESSON PLAN C-15

COACH: _____

TEAM: _____

DATE: _____


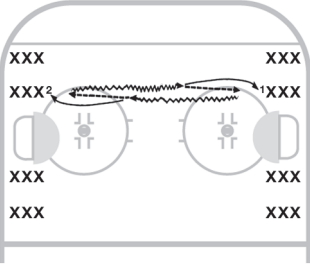

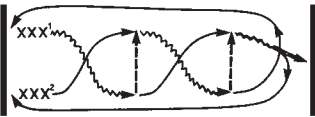


TIME: _____



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> 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)	<p>Arrange players in groups along side of rink. All players have a puck.</p> <ol style="list-style-type: none"> On signal the first player from each group executes a front start with puck and skates to center where he stops. Puck should be under control. On next signal repeat and stop at far side. Stop facing the left. On return – stop facing the right. Do three lengths of each. On signal puck is kicked ahead three feet with right foot, then three feet with left foot. Continue across ice alternating feet. Do two lengths. On signal players stickhandle to center – control puck with skates in middle and then stickhandle to far end. Do three lengths. On signal players control puck with stick going down the ice. Touch left knee on the ice at center. Come back touching right knee. Do two lengths of each. Without puck. Skate forwards pivot 360 degrees at center and continue to other end. Do two lengths. Without puck. Skating backwards pivot 360 degrees at center and continue to other end. Do two lengths. 	20 minutes
Skating Fakes (review)	<ol style="list-style-type: none"> Same formation as balance and agility. On signal players perform a forward crossover start and skate quickly to the center. Slow down for 2 strides and then accelerate to the far end. Do three lengths. Arrange a row of five pylons. On signal players skate to far side. Must execute a body deke at each pylon – fake left and go right. On the return fake right and go left. Do two lengths of each. 	8 minutes

LESSON PLAN C-15



SKILL	DESCRIPTION	TIME
Flip Shot (review)	<ol style="list-style-type: none"> 1. Each player with a puck. 2. Players are 20 feet away from boards. 3. On a signal – players skate in with puck and stop three feet from boards. 4. Execute a flip shot after you have stopped. 	5 minutes 
Passing - Skating (review) 	Players arranged in groups. Half of each group at each side of rink. <ol style="list-style-type: none"> 1. On signal X1 skates with puck to center (use open ice carry) and passes to X2. X1 continues to end of opposite line. X2 receives pass and skates to center and passes to X3, etc. 	8 minutes 
Pass – Skate – Shoot (review) 	Do in three zones. <ol style="list-style-type: none"> 1. X1 and X2 exchange positions. 2. X1 passes to X2. 3. X1 and X2 exchange positions. 4. X2 passes to X1. 5. X1 shoots at spot on boards. 6. Players go to end of opposite lines. 	8 minutes 
Game Time (review)	British Bulldog: <ol style="list-style-type: none"> 1. Players along side boards, each with a puck. 2. Instructor or a player stands at center ice and is the bulldog. 3. On signal, the players skate to other side of rink with their pucks. 4. The bulldog attempts to knock pucks away from players. 5. If player loses puck, he joins bulldog at center ice. 6. Last player with a puck is the winner. 	7 minutes 

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____



LESSON C-16 THROUGH C-20

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Very important for the coach 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 C-1 to C-15, or new ones the coach is familiar with.
4. A brief outline is given as a suggestion for Lessons C-16 to C-20.

TEACHING TOOLS NEEDED

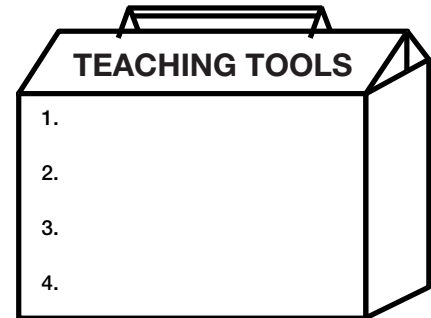
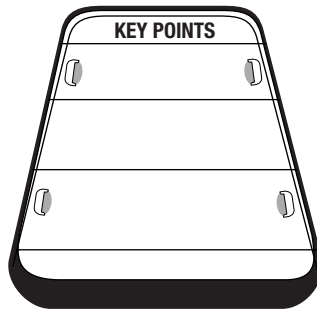
1. Up to each coach
2. Cross-ice rink boards



LESSON PLAN C-16



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



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Front Start (review)	1. Refer to Lesson C-3.	
Front Two-Foot Stop (review)	1. Refer to Lesson C-2	



LESSON PLAN C-16

SKILL	DESCRIPTION	TIME
Stationary Puckhandling (review)	1. Refer to Lesson C-3.	
Open Ice Carry (review)	1. Refer to Lesson C-7.	
Sweep Shots; Forehand – Backhand (review)	1. Refer to Lesson C-7; C-8.	

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN C-17

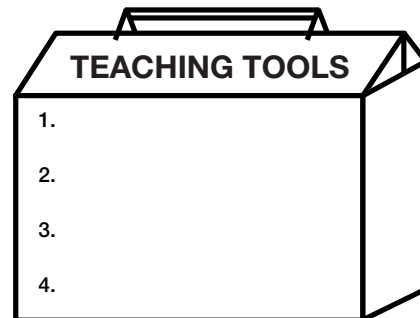
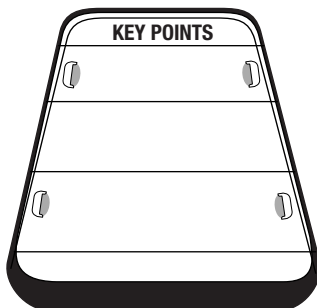


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Forward Crossover Start (review)	1. Refer to Lesson C-11.	
Forward Striding Thrust and Glide (review)	1. Refer to Lesson C-2.	



LESSON PLAN C-17

SKILL	DESCRIPTION	TIME
Weaving with Puck (review)	1. Refer to Lesson C-6.	
Passing-Receiving Forehand – Backhand (review)	1. Refer to Lesson C-9; C-10.	
Skating and Shooting (review)	1. Refer to Lesson C-13.	

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN C-18

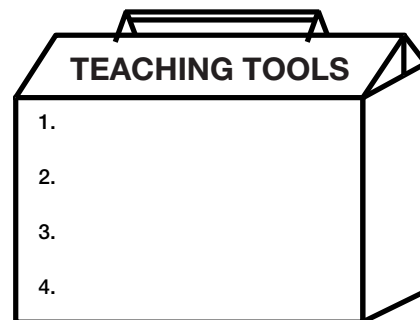
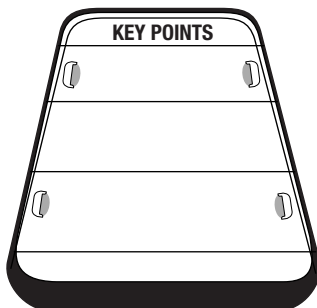


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Backward C-cuts (review)	1. Refer to Lesson C-5.	
Backward Striding Thrust and Glide (review)	1. Refer to Lesson C-6.	



LESSON PLAN C-18

SKILL	DESCRIPTION	TIME
Tight Turns (review)	1. Refer to Lesson C-6.	
Flip Pass (review)	1. Refer to Lesson C-13.	
Skating and Passing (review)	1. Refer to Lesson C-14.	

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN C-19

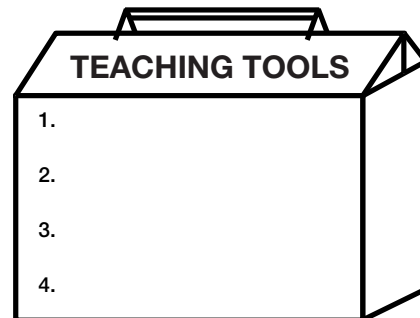
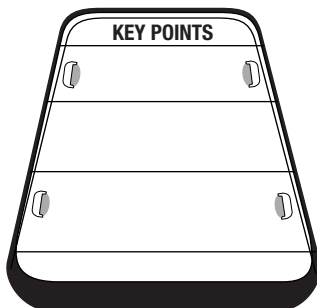


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Backward Crossover Start (review)	1. Refer to Lesson C-12.	
Backward one-foot Stop and T-push (review)	1. Refer to Lesson C-7.	



LESSON PLAN C-19

SKILL	DESCRIPTION	TIME
Pivot Forward to Backwards (review)	1. Refer to Lesson C-9.	
Passing to a moving target (review)	1. Refer to Lesson C-11.	
Fakes (review)	1. Refer to Lesson C-14.	

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON PLAN C-20

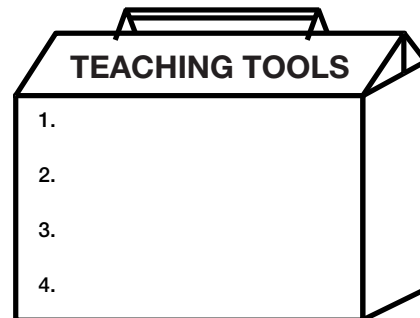
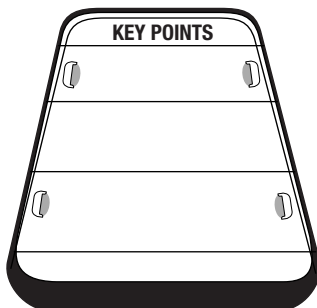


COACH: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up a) Free Skate b) Balance and Agility		
Backward V-stop (review)	1. Refer to Lesson C-5.	
Crossovers (review)	1. Refer to Lesson C-5.	



LESSON PLAN C-20

SKILL	DESCRIPTION	TIME
Pivot Backwards to Forward (review)	1. Refer to Lesson C-10.	
Bank Pass (review)	1. Refer to Lesson C-12.	

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON C



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 C SKILL EVALUATION	RATING
(1) Crossover Start (Forward): <ul style="list-style-type: none"> — does player get short powerful push from each blade? — does player maintain balance after crossing leg? — does player get good second push? — can player perform movement to both sides? 	
(2) Tight Turn: <ul style="list-style-type: none"> — does player maintain good balance throughout the turn? — are skates close together on the ice, using both edges? — is turn done on a tight radius? — can player perform tight turn to both sides? 	
(3) Backward Stop (One Foot): <ul style="list-style-type: none"> — is player using inside edge of back skate to brake? — does player maintain balance and go into ready stance for T-push? — is player able to stop to either side? 	
(4) Pivot (Forward to Backward): <ul style="list-style-type: none"> — does player lead with head and shoulders? — is balance maintained on gliding skate during pivot? — is player ready to stride after pivot completed? — can player do this pivot to both sides? 	
(5) Pivot (Backward to Forward): <ul style="list-style-type: none"> — does player maintain balance as one skate is lifted and rotated? — does player push off gliding leg as skate is planted? — can player do this pivot to both sides? 	

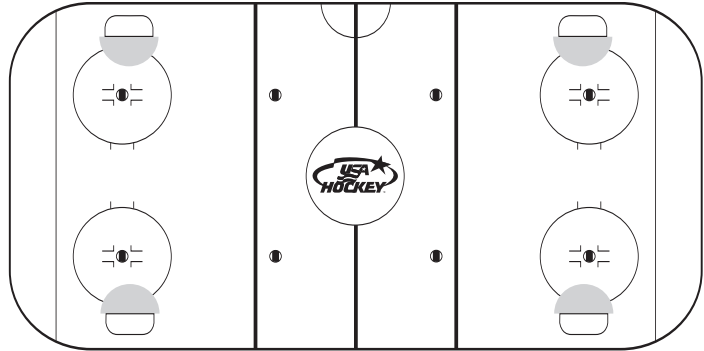
LESSON MANUAL C SKILL EVALUATION	RATING
(6) Stopping with Puck (Forward Skating): <ul style="list-style-type: none"> — does player cup blade over puck as stop is initiated? — is puck kept close to body? — can player perform this stop on forehand and backhand? 	
(7) Stationary Flip Pass: <ul style="list-style-type: none"> — can player make a forehand flip pass over a low obstacle? — does puck have spinning action in flight? — does player follow through towards target? 	
(8) Backhand Reception and Pass (Stationary): <ul style="list-style-type: none"> — does player cushion pass on impact? — does player maintain balance and control of the puck? — is backhand pass delivered without setting up? 	
(9) Puckhandling: <ul style="list-style-type: none"> — is player able to control puck on forehand and backhand? — can player carry puck skating in different directions? — does player keep head up? 	
(10) Sweep Shot While Moving: <ul style="list-style-type: none"> — does player transfer weight from back to front skate? — is balance maintained after the shot? — can player do both forehand and backhand shots? 	
(11) Partner Passing While Moving: <ul style="list-style-type: none"> — does player receive and pass with backhand when puck comes that way? — does player lead partner with pass? 	



LESSON C

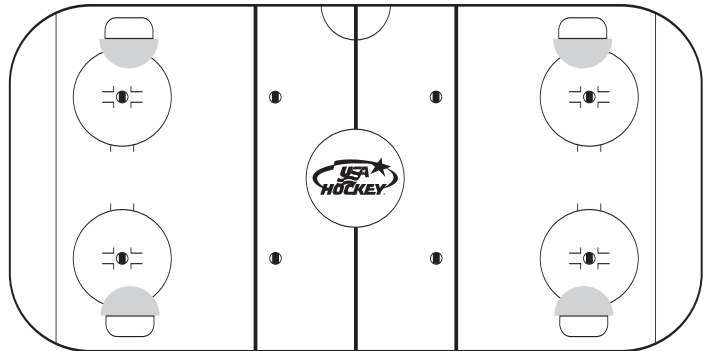
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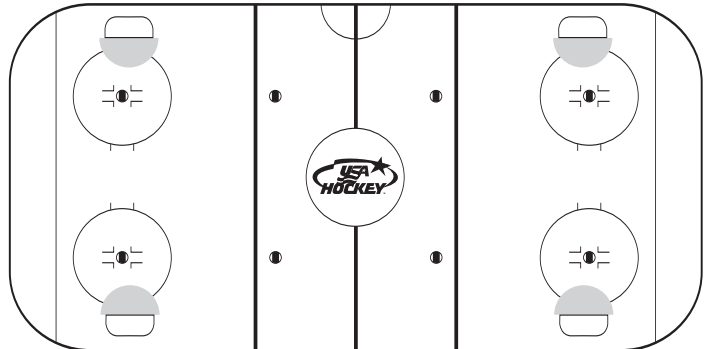
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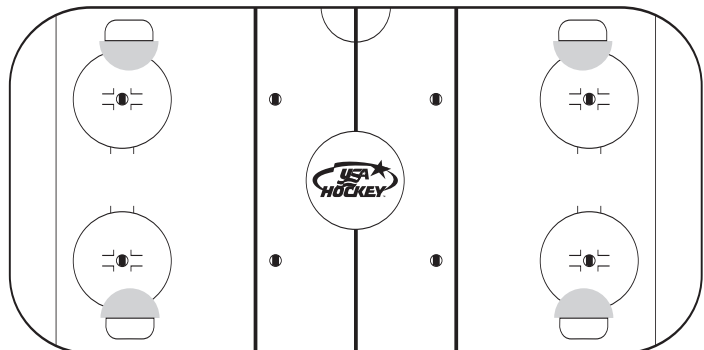
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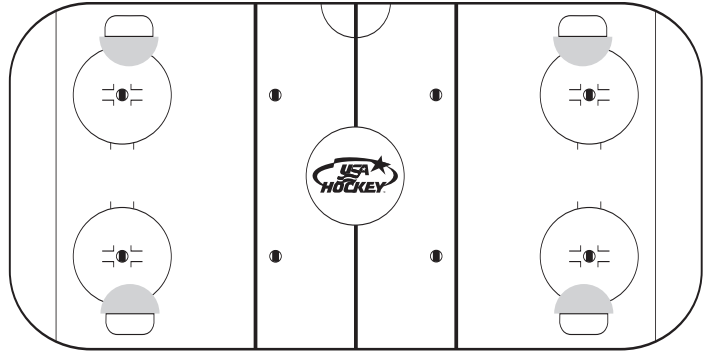
Partnership for Progress

LESSON C



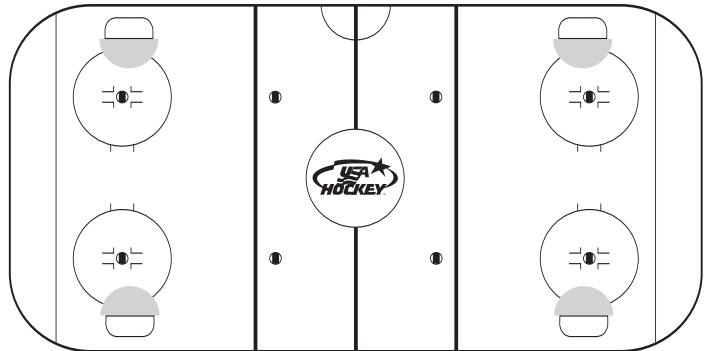
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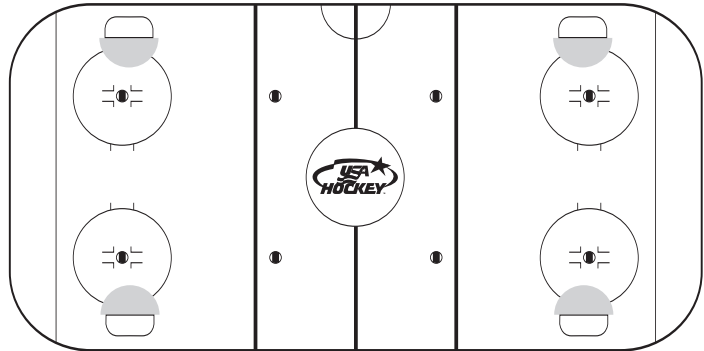
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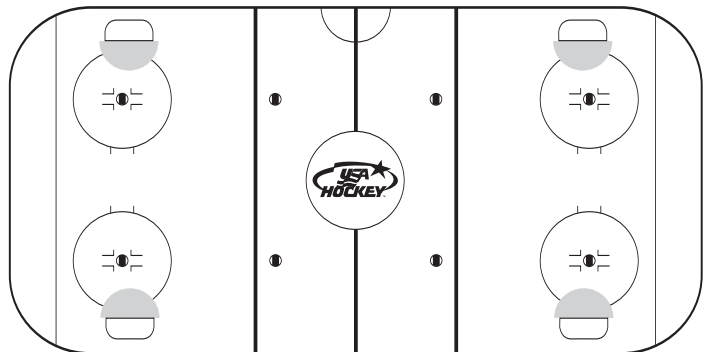
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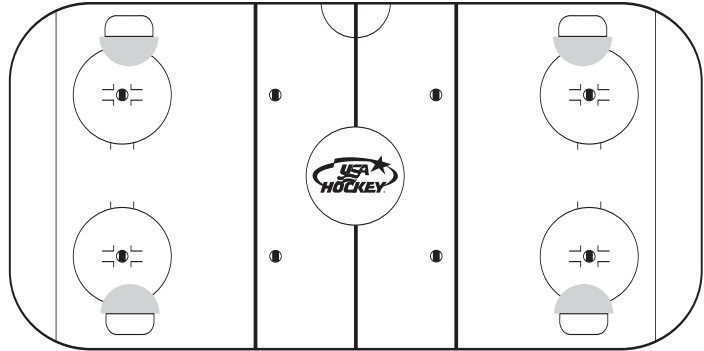
Partnership for Progress



LESSON C

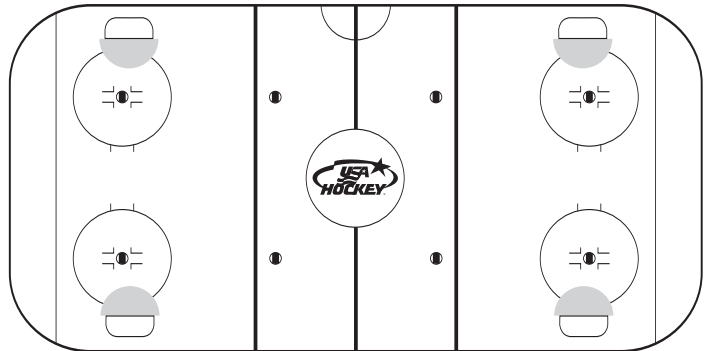
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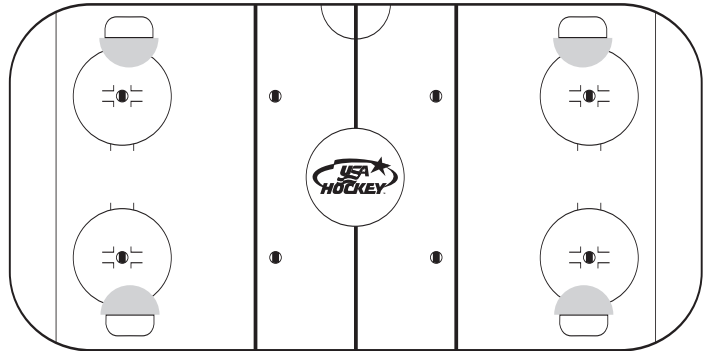
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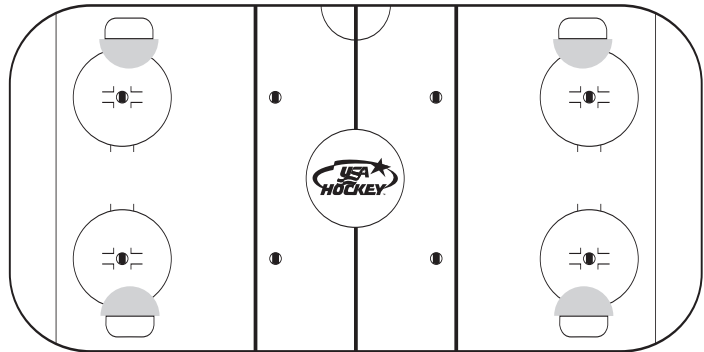
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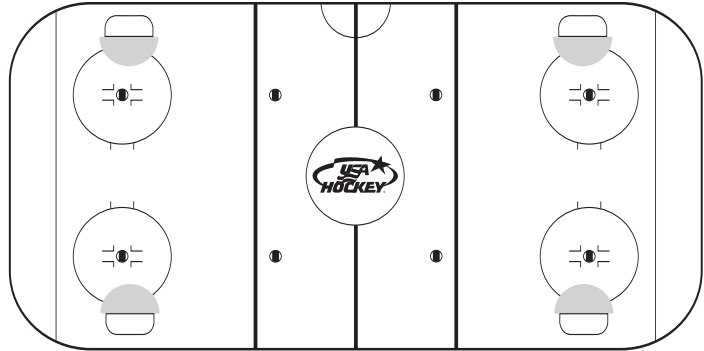
Partnership for Progress

LESSON C



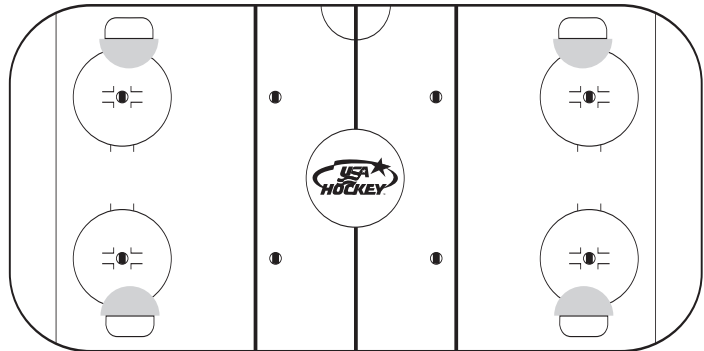
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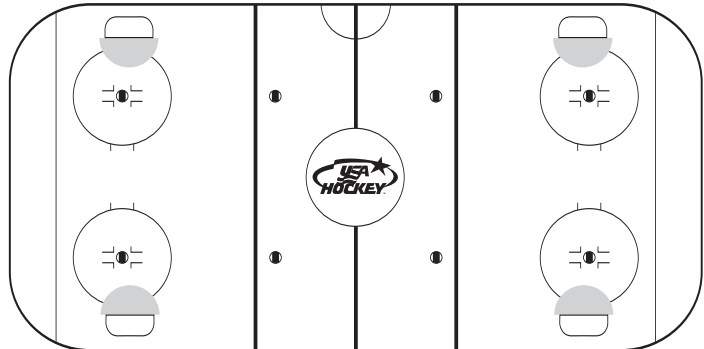
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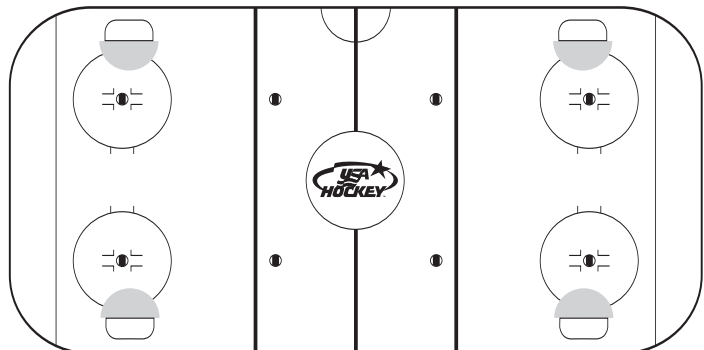
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DRILL NAME

KEY POINTS



Partnership for Progress



LESSON C

Notes

LESSON C



Notes



LESSON C

Notes



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