

 <p>Skill Progressions For Player And Coach Development</p> <p><small>A Publication Of The USA Hockey Coaching Education Program</small></p>	<p>The following statement emphasizing the importance of skill progressions has been developed by USA Hockey's Coaching Program and Curriculum Advisory Group:</p> <p><i>We believe that all players and coaches who aspire to have a successful experience in hockey should have personal goals to acquire each of these skills.</i></p> <p>Our purpose in collecting and listing these specific skill progressions is to help players and coaches understand the scope of skills and abilities that are required in hockey.</p> <p>You should use these skill progressions as a guide rather than an absolute standard for development. Sportsmanship, enjoyment, recreation and competition are the major focus of the skill progressions for youth hockey. USA Hockey recommended skill progressions encourage an environment in which youth players can learn the basic skills, master these skills and have fun while developing a life-long interest in hockey.</p>
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Coaches- these are the skills that you should be imparting to the kids on your team.

Parents- these are the focus items for your son/daughter this year that are being worked on by your team's coaching staff. You can help in many of the areas such as goal setting (lead), nutrition (lead), fitness training (assist), and character development and life skills (assist).

16-AND-UNDER (MIDGET) & 18-AND-UNDER (MIDGET) SKILL PROGRESSIONS

At the 16-and-Under (Midget) and 18-and-Under (Midget) levels for boys and girls, players should focus on the skill progressions listed below:

Knowledge

Players should know:

1. Rules
 - a. checking
 - b. face-offs
 - c. offsides
 - d. body checking
 - e. player conduct
 - f. hitting from behind
2. Common Infractions
 - a. slashing
 - b. checking from behind
 - c. charging
 - d. hooking
 - e. cross checking
 - f. elbowing
 - g. holding the stick
 - h. kneeing
 - i. high sticking
 - j. falling on the puck
 - k. boarding
 - l. unsportsmanlike conduct
 - m. interference
 - n. holding
3. Penalties
 - a. minor
 - b. major
 - c. penalty shot
 - d. misconduct
 - e. match
 - f. checking from behind
 - g. order how combined penalties are served
 - h. fighting
 - i. attempt to injure

Goal Setting

Players should:

1. establish specific and measurable performance goals that are written, shared with their coach and revised on a regular basis to promote development.
 - a. **Example:** to develop one time in shooting. Be able to one time successfully 7 shots out of 10 shots.
2. divide performance goals into broad categories. Daily tasks should then be planned on the goals set
 - a. long term one season
 - b. intermediate 6-10 games or practices
 - c. short term 1-5 games or practices

3. be able to engage in evaluations of your performance at practices and games. Re-adjust goals based on those evaluations.
4. set goals that encompass a variety of areas in your development including skills, tactics, fitness and team play.
5. demonstrate external motivation. **Example:**
 - a. show intensity during practices and games
 - b. be attentive and dedicated to train
 - c. show evidence of independence as a player
6. have a written plan to demonstrate a systematic approach to training. Practice good habits in nutrition and overall good health.
7. use a training log book to keep track of your performance goals, nutrition habits and mental preparation.

Individual Hockey Skills

Players should continue to master all the skills listed for the previous levels including the following:

1. Skating
 - a. all the skills mentioned in the above levels and add
 - i. power, speed, quickness and agility
 - ii. forward reverse stepout
2. Puck Control
 - a. fake shot
 - b. spin around
 - c. slip around
 - d. double shift
 - e. stop and go
 - f. grandstand
 - g. change of pace
 - h. puck protection
3. Passing and Receiving
 - a. surround the puck
 - b. snap
 - c. receiving (skate)
 - d. receiving (hand)
 - e. block and drop
 - f. one touch pass
 - g. flip - saucer pass (forehand and backhand)
 - h. wrap around
 - i. breakout
 - j. alley-oop
4. Shooting
 - a. wrist
 - b. backhand
 - c. snap
 - d. flip
 - e. slap
 - f. one timer
 - g. inside shot

- h. drive shot
- i. roofing
- 5. Checking
 - a. covering
 - b. taking a check
 - c. shoulder check
 - d. hip check
 - e. angling
 - f. body check
 - g. positioning
 - h. closing the gap
 - i. pinning
 - j. backchecking
 - k. body position
 - l. contain/stall
- 6. Goal Keeping
 - a. playing angles
 - b. situations
 - c. rebound control
 - d. moving behind the net
 - e. stopping the puck along the boards
 - f. poke checking
 - g. positioning
 - h. face-offs
 - i. deflection and screens
 - j. play at the post
 - k. clearing/passing

Team Play

Player should understand and learn:

- 1. Offense
 - a. offense in the defensive zone
 - b. offense in the neutral zone
 - c. offense in the offensive zone
 - d. power play systems
 - e. face-offs
 - f. transition
 - g. support
 - h. puck control
 - i. dump ins
 - j. wide rim
 - k. cycling
 - l. attacking the zone

2. Defense
 - a. one man forecheck
 - b. two man forecheck
 - c. backchecking (neutral zone)
 - d. center on point defensive coverage
 - e. wing on point defensive coverage
 - f. man short situations
 - g. pressure
 - h. stall/contain
 - i. support
 - j. transition
 - k. zone coverage
 - l. man to man coverage
 - m. backside coverage
 - n. sagging coverage
 - o. shot blocking

Nutrition

Players should continue following all the information listed previously for all the levels including the following:

1. be able to identify the appropriate amount and types of food from the four basic food groups.

FOUR BASIC FOOD GROUPS EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY

2. Food Group Servings; Per Day; Food Sources

- a. **Meats 2-4** Lean meat, fish, liver, poultry (skin alternative removed), low-fat cheeses, eggs, peas, beans, nuts
 - b. **Milk Products 2-6** Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes
 - c. **Grain Products 8-15** Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins
 - d. **Fruits & Vegetables 8-15** Fruits and vegetables - fresh, dried, Vegetables frozen, canned and in juices
3. be able to make wise decisions about what to eat before, during and after games and practices.
 4. be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
 5. players must know to drink fluids before, during and after games and practices. Additionally, they need to know which fluids work best:
 - a. before games/practices: water
 - b. during games/practices: water, sports drink, diluted juice
 - c. after games/practices: water, sports drink, juice
 6. eat four or five small meals on game day rather than two or three large meals

7. allow two to six hours for digestion and absorption of food before competition. Follow these general guidelines:
 - a. **Time To Digest Meals**
 - i. Large Meals 3 to 4 hours
 - ii. Small Meals 2 to 3 hours
 - iii. Blender/Liquid Meals 1 to 2 hours
 - iv. **Note:** meals high in fat or protein will take longer to digest than carbohydrate ones.

Fitness and Training

Players should learn all of the exercises and activities listed previously for all levels including the following:

1. fitness and training components
 - a. Overloading
 - b. Flexibility
 - c. speed/quickness workouts
 - d. strength workouts
 - e. power workouts
 - f. aerobic workouts
 - g. anaerobic workouts
 - h. set realistic goals to improve weak areas
 - i. understand the importance of improving athleticism
2. have a clear understanding of the purpose for each training phase prior to implementing them:
 - a. Post Season Recovery
 - i. active rest
 - ii. recovery
 - b. Spring Conditioning
 - i. aerobic endurance
 - ii. muscular endurance
 - iii. begin sprint workout
 - c. Summer Strength
 - i. muscular strength
 - ii. increase muscle mass
 - iii. continue sprint workouts
 - d. Early Fall Speed/Power
 - i. sprint
 - ii. begin anaerobic endurance intervals
 - iii. leg power: weights and plyometrics
 - iv. upper body strength
 - e. Pre-Season Anaerobic Conditioning
 - i. sprints and anaerobic endurance
 - ii. muscular strength
 - iii. leg power (speed/strength)
 - iv. upper body strength (without weights)
 - v. lower body power (sprints and plyometrics)

- f. In Season
 - i. maintain upper and lower body strength (with and without weights)

Injury Prevention

Players should know:

1. the Heads Up Hockey program
2. safety precautions for practice
3. the importance of warm-up, stretching and cool down
4. proper care of equipment
5. that proper fitness and conditioning is a key element in preventing injuries as well as improving athletic performance
6. understand the concept of R.I.C.E. for treating injuries:
 - a. R rest
 - b. I ice
 - c. C compression
 - d. E elevation

Sports Psychology

Players should:

1. understand basic visualization skills (i.e., can picture breaking up a 2 on 1 or making a great pass).
2. develop a pre-game and post game routine.
3. learn and practice relaxation exercises.
4. develop an air of confidence, good body posture and appear in emotional control at all times.
5. focus on things you can control and give 100% at all times.
6. understand the benefits of and use of positive self-talk at the rink. Realize that positive comments help reduce stress, enhance self-image and can increase “fun” at practices and games.
7. be able to control your breathing patterns in difficult and intense situations during games and practices.
8. understand the importance of keeping competition in the proper perspective.
9. take mistakes as a challenge to improve and learn.
10. never allow setbacks to interfere with long range goals.

Character Development and Life Skills

Players must learn to:

1. realize the importance of honesty and integrity in and away from the arena
2. learn to accept responsibility for your actions and athletic performance
3. learn coping strategies to deal with peer pressure
4. ability to balance school, social activity, sports and family
5. develop a sense of team commitment
6. not abuse controlled substance and participate in anti-drug programs
7. appreciate the benefits received from hockey and be willing to give back to the sport
8. learn the meaning of adversity
9. learn to cope with adversity and to meet challenges head on