## Mite 8 \& Under

## American Development Model

## Week 1

COACH:
TEAM:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate and Warm-up | 1. Clockwise and counterclockwise directions. <br> 2. Varied speeds. <br> Warm-up: Perform agility drills (p. A-2) <br> a. Knees high <br> c. Sit low <br> b. Touch toes <br> d. Reach high | 10 minutes |
| Basic Stance (introduce) <br> p. A-4 | 1. Coach to demonstrate and go over key points. <br> 2. Have players go into basic stance. <br> 3. Check for balance: <br> a. Have players stand on left skate only. <br> b. Have players stand on right foot only. <br> c. Have players jump up 2-4 inches off ice. Keep knees bent when landing. <br> d. Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is. <br> NOTE: Repeat each several times. | 10 minutes |
| Agility (introduce) p.A-4 | 1. Coach to demonstrate the proper technique of getting up. <br> 2. Have players fall to knees and get up into basic stance. <br> 3. Have players lie on stomachs. Two hands on the stick, elbows on ice, holding stick level. Pull to kneeling position by using elbows, and then stand up in basic stance. | 5 minutes |
| Balance (introduce) <br> p. A-2 | 1. Walk across ice. Lift knees to touch stick held waist-high. Repeat several times. | 5 minutes |
| Fun Time <br> p. A-3 | 1. Give every player a tennis ball. <br> 2. Individual players bounce the ball and catch it. <br> 3. Partners ( $10-12$ feet apart) roll ball to your partner. Player bends over, picks it up and returns to basic stance. <br> 4. Partners kick ball with side of skate (inside of blade) to partner. | 10 minutes |


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

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$
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## AGILITY AND BALANCE DRILLS

## Step 1 - Agility Drills



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

Step 2 - Stance

- Bend the knees.

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

Working with a partner.


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

## LESSON A-1

Step 3 - With a tennis ball and a soccer ball


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

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

## Step 4 - Stepping over an object



Place agility boards on the ice 9-12 feet apart.
Have the youngsters step over the boards one at a time. If some assistance is necessary, hold onto the youngster's hand.


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

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

Step 5 - Turns - Changing direction


Have the player weaving around the cones:

- In a straight line.
- In a staggered formation.

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

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Balance

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

a. Always come to the knees.

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

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

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

## TEACHING TOOLS NEEDED

1. Tennis balls
2. Cross-ice rink boards
COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION |  |
| :--- | :--- | :--- | :--- |
| Free Skate | 1.Clockwise direction. <br> Warm-up <br> (review) | Perform exercises from warm-up section of <br> Lesson A-1. |
| Stance and Agility |  |  |
| (review) |  |  |

LESSON PLAN A-2

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time p. A-3 | 1. Each player is given a tennis ball. <br> 2. Roll the ball - chase it and pick it up with: <br> a. Left hand. <br> b. Right hand. <br> c. Both hands. <br> 3. Kick ball ahead with the inside of the skate blade, then chase it and pick it up. Kick it once with the right skate and the next time with the left skate. | 10 minutes |
| Gliding - one foot (introduce) <br> p. A-8 | 1. Review key points and demonstrate. <br> 2. Line up along the side boards face one end. Using the boards for support, practice standing first on one foot, and then on the other foot. Maintain the basic stance. <br> 3. Repeat Number 2 without using the boards for support. <br> 4. Line up along the boards facing the opposite side of the rink. <br> a. Take a few steps to gain momentum, and then glide as far as possible on one skate. <br> b. Repeat with other skate. | 10 minutes |
| Game Time | 1. Red light - Green light. <br> a. Coach acts as the policeman and stands on one side of the rink. <br> b. Players start at opposite side of rink. <br> c. When caught moving on red light by policeman, the player(s) returns to starting line. <br> d. First player to policeman's side is the winner. | 7 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$
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## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. For stance refer to Lesson A-1.
2. T-push.

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

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

## 3. Gliding on two skates


a. Take a few skating strides to gain momentum.
b. Assume the basic stance (Lesson 1).
c. Common errors:

1. Ankles cave inward or outward.
2. Knees press in towards each other.
3. Legs are straight.
4. Body is twisted.
5. Upper body leans to far forward.
6. Head is looking down at the ice.
7. Not having two hands on the stick.
8. Stick not close to ice.
9. Gliding on one skate.

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

## TEACHING TOOLS NEEDED

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


## Mite 8 \& Under

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Week 2
COACH:
TEAM:
DATE:
TIME:


| SKILL | $\quad$ DESCRIPTION |
| :--- | :--- | :--- | TIME


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Glide Turns (introduce) <br> p. A-11 | 1. Players line up along side boards. <br> 2. On signal first player skates forward 20 feet and starts gliding on two skates. <br> 3. When they come to the pylon they must turn part way around it, and proceed to second cone, etc. <br> 4. Second player goes when first player reaches first cone. | 7 minutes |
| Fun Time (Scatter Ball) | 1. Divide the players into two teams. Each team must stay on their own half of the ice. All players have a tennis ball. <br> 2. Try to shoot all the tennis balls to the opposition's side of the ice. <br> 3. The team with the least number of balls on their side of the ice at given signal are the winners. <br> 4. Repeat three times. | 7 minutes |
| One O'clock Stop, Eleven O'clock Stop (Part 1) Making Snow (introduce) | 1. Review and demonstrate key points. <br> 2. Have players stationary. <br> 3. Turn right heel out and right toe in. <br> 4. Push skate down and out towards one o'clock. <br> 5. Attempt to make a pile of snow. <br> 6. Repeat with left skate towards eleven o'clock. <br> 7. Do three times with each skate for approximately 15 seconds. | 3 minutes |
| One O'clock or Eleven O'clock Stop (Part 2) (introduce) | 1. Players line up along boards. On a given signal they skate forward. <br> 2. During the glide, the player turns the right toe in and the right heel out. This is a One O'clock stop. <br> 3. Push down and out with the right skate until you stop. <br> 4. Return, using the left skate. | 6 minutes |
| Game Time | 1. Freeze Tag. <br> a. Coaches or players act as chaser. <br> b. Players freeze when touched with legs wide apart. <br> c. Players may be unfrozen by a free player sliding between their legs, head first on their stomach. <br> d. Players must slide through from a front to back direction. | 9 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
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## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. T-push

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


Scooting involves T-push, helps to improve pushing power and leg extension.
a. Place the left skate behind the right skate, forming a T-push with left skate.
b. Push down and out with left leg, fully extend left leg and glide on right skate.
c. Bring left skate quickly up into a T-push position behind right skate before the next push is made.
d. Practice using both skates.
3. Glide Turns:

a. Skates are shoulder width apart.
b. Lead with the inside skate.
c. Head and shoulders initiate the turn.
d. Bend the knees and lean inside.
e. Rock back slightly on the heels.
f. Follow the stick.
g. Perform the drill in both directions.
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LESSON A-3

## 4. One O'clock - Eleven O'clock Stops

(One o'clock refers to pushing out with right skate towards one o'clock.
Eleven o'clock refers to pushing out with left skate towards eleven o'clock.)
a. A stop in which the player remains facing forward
b. Glide on two skates in basic stance.
c. Turn heel of right skate out and the toe of right
 skate in. Push skate out and down towards one o'clock.
d. Keep weight on the ball of your foot as you stop.
e. Keep the knees bent and the back straight.

# TEACHING TOOLS NEEDED 

1. Chairs, pylons, sticks
2. Tennis balls
3. Cross-ice rink boards

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COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Clockwise direction. | 2 minutes |
| Warm-up (review) | 1. Skate in a counter-clockwise direction performing agility drills. <br> a. Touch toes. <br> b. Sit low. <br> c. Reach high. <br> d. Jump up. <br> 2. Do same in clockwise direction. | 5 minutes |
| Stopping (review) | 1. Review and demonstrate One O'clock stop. <br> 2. Players line up along boards in two lines. The front player pulls partner with help of hockey sticks. <br> 3. The latter glides and tries to slow down using one o'clock stop. Slow down just enough so that momentum is maintained across the rink. <br> 4. Players switch roles coming back. <br> 5. Use other foot the next time across. | 5 minutes |
| Striding Forward Skating (introduce) | 1. Players stand along sideboards. <br> 2. Assume basic stance. Start on signal, pushing and recovering first with the left skate and then with the right. Repeat until players reach the other side. <br> 3. Repeat several times. | 5 minutes |
| Glide Turns (review) | 1. Review key points. <br> 2. Set up course with pylons. <br> 3. Glide turns around cones and return skating forward to end. | 5 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time | 1. Give every player a tennis ball. <br> 2. Have the players skate around the ice throwing the ball up and catching it. <br> 3. Have the players bend over and move the ball along the ice with their hands. <br> 4. Have the players place the ball at their skates. Move the ball along the ice, gently hitting it with alternate skates. Use the inside of the blade. | 5 minutes |
| Station Activities (introduce) $\begin{aligned} & x x \rightarrow 1=\perp \\ & x x \rightarrow \Delta \Delta\|\|\|\mid \uparrow \end{aligned}$ | 1. Station 1: <br> a. Arrange agility boards and pylons. <br> 1. Players go over first board, spread their skates station at second, close their skates and go between third, and jump over the obstacle. <br> 2. Station 2 : <br> a. Arrange agility boards and pylons. <br> 1. Players go around the pylons, over the boards, and under the obstacle. <br> 3. Station 3: <br> a. Review techniques of getting up. <br> 1. Have players stationary and do: <br> a. Drop to knees and up. <br> b. Drop to knees, onto stomach, and up. <br> c. Start on back, roll over to stomach and up. <br> 2. Also do moving. | 5 minutes each station 15 minutes |
| Moving Sideways (introduce) | 1. Review and demonstrate key points. <br> 2. Have players line up along the boards, facing the far side. Number them in threes. Have number 1's come forward nine feet, number 2's come forward six feet and number 1's come forward three feet. <br> 3. Players get into basic stance and try. <br> a. One step to the right and one to the left. <br> b. Two side steps to the right and two to the left. <br> c. Three side steps to the right and three to the left. | 10 minutes |
| Game (introduce) | 1. Freeze Tag. <br> a. One player is "it", while the rest of the players skate around trying not to be touched. <br> b. When the person "it" approaches another player, the player must remain completely motionless to be safe. <br> c. If "it" touches player before he can "freeze", the player becomes "it". | 8 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

## Areas of Improvement:

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$\qquad$
$\qquad$

## SPECIFIC OBJECTIVES

1. Review Lessons $\mathrm{A}-1$ to $\mathrm{A}-3$.
2. Introduce moving sideways.
3. Introduce striding.

## KEY INSTRUCTIONAL POINTS

1. Moving Sideways.

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

## 2. Striding in forward skating.

Power is developed by taking fast, short strides. As speed increases, long and less frequent strides may be taken to maintain speed.
a. Stride starts with feet close together and all weight on the pushing foot.
b. Foot is turned $35-40$ degrees, and the push is to the side and down, pressing the blade deeply into the ice.
c. As pushing foot is forced out to the side, the knee of the other leg is pushed forward.
d. Push skating leg down and out as far as you can, until completely extended including ankle and foot extension to tip of toe.

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

## TEACHING TOOLS NEEDED

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

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Week 3

COACH:
TEAM:
DATE:
TIME: $\qquad$


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

## LESSON PLAN A-5

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Backward Gliding (introduce) | 1. Players line up facing the boards. <br> 2. On a signal, they push themselves away from the boards and glide backwards. <br> 3. Repeat four or five times. | 5 minutes |
| Fun Time | 1. Relay: <br> a. Arrange agility boards and pylons. <br> 1. Players step over the boards, skate toward and around the pylon, and back, to touch the waiting skater. <br> b. Same formation. <br> 1. Player skates around the boards, skates toward and around the cone, and back to touch the waiting skater. | 10 minutes |
| Balance and Agility (review) | 1. Starting from sideboards, the players stand in pairs. One player pushes the other across the rink. The player being pushed must maintain balance on one skate only. (Lift other up 4 inches). Reverse positions coming back. | 5 minutes |
| Game Time <br> (introduce) $\Lambda$ 1 $\Lambda$ <br>  $\Lambda$ 2 $\Lambda$ <br>     <br>     <br>    $\Lambda$ | 1. Mini game, no more than 3 vs. 3 using a tennis ball or light weight puck. <br> a. Play cross-ice, in small areas. <br> b. Use pylons as goals. <br> c. To score, tennis ball must hit pylon. <br> d. No goalies. | 10 minutes |

## LESSON SUMMARY

Successes: $\qquad$
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$\qquad$
Areas of Improvement: $\qquad$
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LESSON A-5

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Backward Stance.


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

# TEACHING TOOLS NEEDED 

1. Agility boards
2. Pylons
3. Tennis balls
4. Lightweight pucks
5. Cross-ice rink boards
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COACH:
TEAM:
DATE:
TIME: $\qquad$


| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :--- |
| Free Skate | 1. <br> 1. <br> Give each player a tennis ball. Skate to an open space <br> anywhere on the ice and practice controlling the ball. |  |
| Balance and Agility |  |  |
| (review) |  |  | LESSON PLAN A-6


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time (introduce) <br> Hand-Foot Coordination <br> Shoulder <br> Development <br> Arm Strength | 1. Players will be asked to imitate animals. <br> a. Look like a bear running on ice. <br> b. Inch along the ice like a worm. <br> c. Seal walk with arms only. <br> d. Crawl through sticks without touching them. | 10 minutes |
| Backward Stopping (introduce) | 1. Review and demonstrate key points. <br> 2. Player line up facing boards and in basic stance. <br> a. On signal, they push themselves away from the boards and glide backwards. <br> b. Initiate a stop by turning toes outward and leaning body slightly forward. <br> c. Repeat four or five times. <br> 3. Player with a partner. Push partner backwards with one hockey stick. Player going backwards practices turning toes out and leaning forward. At other side reverse positions. | 10 minutes |
| Game Time (introduce) | 1. Cops and Robbers. <br> a. Players are safe as long as they are in the two corner circles (hideouts). Cannot stay in any one hideout longer than five seconds. <br> b. Center circle is the prison. <br> c. Coaches are the cops. <br> d. Players are the robbers. <br> e. When a robber is touched by a cop, they must go to prison. <br> f. Captured robber may be freed by a free robber touching them. | 10 minutes |

## LESSON SUMMARY

## Successes:

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$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
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$\qquad$

## LESSON A-6

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. C-cut for starting backward.

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

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

## TEACHING TOOLS NEEDED

1. Tennis balls
2. Cross-ice rink boards


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## American Development Model



| COACH: |
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| TEAM: |
| DATE: |
| TIME: |



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


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Backward Striding (Introduce) | 1. Players start along sideboards. <br> 2. On signal they initiate backward movement using a C-cut. Continue across ice by pushing and recovering first with one skate and then with the other skate. <br> 3. Repeat several times. | 5 minutes |
| Fun Time (introduce) Abdominal and leg strength <br> Use of skate blades <br> Getting up from the ice | 1. Change positions as fast as possible. <br> a. Lie on back, roll on to your stomach, stand up, skate 12 feet forward, skate 12 feet backwards, hop sideways - to left three times, to right three times, lie on your stomach, up to your knees. <br> b. Lie on your back with your hands crossed in front of you. See if you can get up to a standing position without using your hands in any manner. <br> c. With arms folded across your chest and sitting cross-legged on the ice, try to stand without using your hands or changing the position of your skates. | 8 minutes |
| T-push (review) | 1. Have each player stand along the sideboards with one skate parallel to and touching the boards. The other skate is stretched out directly in front. Player starts from that position. Push and glide for 3-6 feet and push again until player reaches far side. Use the other leg for returning. | 5 minutes |
| Game (introduce) | 1. Jump the Rope. <br> a. Coach has a rope 15-18 feet in length. <br> b. Coach is in the center of the circle, and begins passing the rope along the ice and under the jumping players. <br> c. Any player who touches the rope is out. | 8 minutes |
| Skate | 1. Game of tag. When tagged by the coach you must leave the ice surface. | 2 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Squat

a. If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them. Back straight and head up. The stick is on the ice pointing forward.
2. Stationary Jumping.
a. Have players start and land in basic skating
 position. It is important to start and land with knees flexed.

## 3. Backward Skating.


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

## TEACHING TOOLS NEEDED

## 1. Tennis balls

2. Rope $15-18$ feet long
3. Cross-ice rink boards

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Give each player a tennis ball. Skate anywhere on ice and control the tennis ball with their stick and skates. | 5 minutes |
| Balance and Agility (review) | 1. Step over agility boards and dive under the stick set up on two pylons. Also try running over agility boards. <br> 2. Step (run) through agility boards and jump over a stick set up on two pylons. <br> NOTE: Remember to take off and land with knees slightly bent. | 5 minutes |
| Backward Skating, Backward Stopping, Forward Skating, Forward Stopping (review) | 1. Set up course that requires the given skills in your area of the ice. | 5 minutes |
| Stationary Puckhandling and Stance (introduce) | 1. Demonstrate and stress key points. <br> 2. Have players take basic stance and make corrections. <br> 3. Line players up in stickhandling position with a puck in front of them. Put heel of stick 1-2 inches above the puck. Have them roll their wrist so that the tip of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists. <br> 4. Demonstrate and stress key points on puckhandling. <br> 5. Have players now move the puck from side to side in a stationary position. <br> 6. Repeat Number 5. Have players yell out the number of fingers the coach is holding up. Players will have to look at puck and also up at coach. | 15 minutes |

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Puckhandling Stance.


a. Stick length.

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

## 2. Stationary Puckhandling.

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


## TEACHING TOOLS NEEDED

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

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## American Development Model

## Week 5



| SKILL | $\quad$ DESCRIPTION |
| :--- | :--- | :--- |


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

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Puckhandling while skating (introduce) | 1. Review key points on puckhandling. <br> 2. Players along boards with a puck. Each player crosses the rink while stickhandling with the puck. Repeat many times. <br> 3. Players skate freely in the assigned area, stickhandling with puck. Move in all directions but maintain control of puck. | 10 minutes |
| Fun Time (introduce) | 1. Kneeling on ice, see if you can touch your head to the ice in front of you. Now stretch backwards and touch your hands to your heels. <br> 2. Can you walk along the ice on your knees with your hands holding your ankles? <br> 3. Can you bounce up and down on the ice and then make a 180 degree turn in mid air? <br> 4. Sitting on ice with knees up and hands clasped to shins, see if you can roll over on your shoulder like a ball. Roll as many times as you can. <br> 5. While kneeling on the ice, try to spring upward to a standing position without touching the ice. Swing the arms. | 10 minutes |
| Game (introduce) | 1. Each player has either a puck or one of two colored tennis balls. <br> 2. Players skate around in area stickhandling either a puck or a tennis ball. <br> 3. On the whistle each player must exchange for one of the other objects. | 5 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Open-ice Carry.

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

# TEACHING TOOLS NEEDED 

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

AMERICAN DEVELOPMENT


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Every player with a puck. Skate clockwise controlling puck. | 3 minutes |
| Warm-up (review) | 1. Players on boards, pylons approximately 30 feet from boards. <br> a. Players use T-push to start. <br> b. Scoot out around pylon and return. Do again using other foot. <br> 2. Moving sideways four to left and four to right. Do also where player moves slightly backward. <br> 3. Backward skating - stop - forward. <br> 4. Pull partner forward. Player behind can offer slight <br> resistance. <br> 5. Pull partner going backward. | 10 minutes |
| Balance and Agility (review) | 1. Cross ice, touching left knee to ice once and right <br> 2. knee to ice once. <br> 2. T-push and glide on one skate. Then push and glide on the other skate, striding back and forth across <br> 3. Stationary fall to the knees, on to the stomach, on the elbows. Stick in front of the face, (padding on the hockey gloves face outward), pull in, up on knees, and stand. <br> 4. Try Number 3, while moving across the ice. | 10 minutes |
| Puckhandling (review) | 1. Each player is given a tennis ball or light puck. <br> 2. Players face the coach and control the ball or puck by moving it from left to right and also from front to back, out to left or right side. <br> 3. Cross the ice maintaining contact between the ball or puck and the blade of the stick. <br> 4. Cross the ice using open ice carry. | 5 minutes |
| Fun Time (introduce) | 1. Space skaters evenly around the outer edge of the parachute. <br> 2. Activities <br> a. Stand tall, raise parachute above head. <br> b. Sit low, squat down low. <br> c. Skate around clockwise <br> d. Skate around counter-clockwise. | 7 minutes |


| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :---: |
| Weaving with the puck <br> (introduce) | 1.Review puckhandling. <br> Set up a course using pylons for players to weave <br> through. Reverse direction. <br> Game minutes <br> (review) | 1.Mini game. <br> a. 4 vs. 4, cross-ice. <br> b. To score, the puck must hit the pylon. <br> c. Match players of equal ability. <br> d. No goalies. |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
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$\qquad$


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

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


Have the player weaving around the cones:

- In a straight line.
- In a staggered formation.


## TEACHING TOOLS NEEDED

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

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## American Development Model

## Week 6

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Warm-up | 1. Players skate counter-clockwise around the ice and perform these six warm-up exercises. <br> a. Touch toes. <br> b. Pull knee to chest. <br> c. Squat low. <br> d. Touch one knee to ice. <br> e. Skates stay on ice at all times. Spread legs wide to the side and then bring them together. <br> f. Run on skates | 4 minutes |
| Agility and Balance (review) | 1. Players line up on boards. Take 3-4 strides and continue across the ice by: <br> a. Gliding on two skates. <br> b. Gliding on one skate. Do with both left and right skate. <br> c. Glide on two skates and turn around a pylon. Return to other side. Turn in both directions. <br> 2. Use T-push to start and scoot across ice. <br> 3. Use agility boards and a pylon. <br> a. Have players jump over boards with two feet and go around cone. <br> b. Have players weave through the boards. | 15 minutes |
| Backward and Forward Skating Skills (review) | 1. Set up a marked course using pylons. Start skating backwards, perform a backward-stop, skate forward and stop, using one o'clock stop. Repeat often. <br> 2. Use the same set up but only skate forward. | 10 minutes |

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

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
$\qquad$
$\qquad$

## SPECIFIC OBJECTIVES

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

## TEACHING TOOLS NEEDED

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


COACH:
TEAM:

## DATE:

TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Warm-up | 1. Give each player a puck as they step onto the ice. Players practice puck control. | 5 minutes |
| Agility and Balance (review) | 1. Starting from side boards, the player crosses the rink walking on toes, walking on heels and running. <br> 2. Players face coach and follow stick. Make players move sideways left and right, skate forward, skate backward, drop to knees and get up. <br> 3. Lay two hockey sticks side by side, three feet apart. Players glide through passage on one skate first with left, second with right, third with left, etc. <br> 4. Starting from side boards, the players cross the rink pushing a puck with their hands. <br> 5. Stand facing side boards. Place hands on side boards and push on them while running on the spot. Effort lasts 15-20 seconds and repeat 3-4 times. | 15 minutes |
| Puckhandling (review) | 1. Players partner off. Face each other approximately six feet apart. Each player has their own puck. Look each other in the eyes and practice stickhandling. Remain stationary. <br> 2. Partners now stand 30 feet apart. X1 skates with puck around X2 and returns to original position. X2 then skates around X1 and returns to position. <br> 3. Players start on side boards with puck. Puck is kicked ahead (three feet) with left skate, pushed ahead (six feet) with free hand, and then stickhandled the rest of the way. Repeat using right skate. | 10 minutes |
| Forehand pass and receive (introduce) | 1. Demonstrate key points for forehand pass. <br> 2. Have players in basic puckhandling stance without pucks. Practice the technique - draw back, pull through, transfer weight, follow through. <br> 3. Have each player stand 18 feet from the boards. Give each player a puck and have them pass the puck to the boards. Follow through keeping the blade low. <br> 4. Review and demonstrate receiving a pass on the forehand. <br> 5. Partner the players off approximately 15-18 feet apart. Practice passing and receiving. | 15 minutes |

## LESSON PLAN A-12 <br> HoŽKer

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

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$


Amateur Hockey Association Illinois, Inc.

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS



1. Passing - Forehand Sweep Pass.

NOTE: It is very important that each player has a stick which is not too long (Lesson A-8).
a. Player is in the normal puckhandling stance.
b. Bring the puck beyond the plane of the body.

Puck is in the middle portion of the stick blade.
c. Stick blade should be at right angles to the target.
d. Body weight is on the back leg.
e. Head is up looking at the target, make eye contact with receiver.
f. Puck is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
g. As the puck is propelled, the weight is transferred from the rear leg to the front leg.
h. Follow through low and towards the target.
i. Be prepared to receive.


## TEACHING TOOLS NEEDED

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

## Mite 8 \& Under

## American Development Model

## Week 7

 LESSON PLAN A-13COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Warm-up | 1. Give each player a puck as they step onto the ice. Players practice puck control, e.g., stationary, weaving open ice carry. <br> 2. Freeze tag with pucks (Lesson A-3). | 10 minutes |
| Balance and Agility (review) | 1. Players start from side boards. Taking 3-4 strides for momentum they will then: <br> a. Glide across ice on left skate. <br> b. Glide across ice on right skate. <br> c. Glide and wobble from inside to outside edges on left skate. <br> d. Same as (c) but on right skate. <br> 2. Using agility boards and pylons go through these courses. (Lesson A-4, Station Number 1) | 10 minutes |
| Forehand Pass and Receive (review) | 1. Review and demonstrate. <br> 2. Players pair off about 15 feet apart. <br> a. Practice movement without pucks. <br> b. Add pucks. | 10 minutes |
| Fun Time (review) | 1. Relay <br> a. Arrange as shown. <br> X1 carries puck through and passes to $\mathrm{X} 2, \mathrm{X} 2$ then carries the puck through and passes to X 3 , etc. | 10 minutes |
| Backhand Pass and Receive (introduce) | 1. Review and demonstrate. <br> 2. Follow same procedure as Lesson A-12 for introducing forehand pass and receive. | 15 minutes |

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| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :---: |
| Game <br> (review) | 1. Mini game - cross-ice. | 5 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$


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AMERICAN DEVELOPMENT MODEL

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Backhand Sweep Pass.

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

## 2. Receiving Pass Backhand.


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

## TEACHING TOOLS NEEDED

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

COACH:
TEAM:
DATE:
TIME:


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

## LESSON PLAN A-14 <br> HOCKEY

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

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Skating and Passing.
a. Remember key points about open ice carry in Lesson A-9.
b. Remember key points on forehand pass (Lesson

A-12) and backhand pass (Lesson A-13).

## 2. Forehand Sweep Shot.


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

## TEACHING TOOLS NEEDED

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

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## American Development Model

## Week 8

 LESSON PLAN A-15
## COACH:

TEAM:
DATE:
TIME:


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

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| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Forehand Sweep Shot (review) | 1. Give teaching points and demonstrate. <br> 2. Players with a puck stand stationary about 10-12 feet from boards. Shoot for a spot on the boards. | 7 minutes |
| Backhand Sweep Shot (introduce) | 1. Give teaching points and demonstrate. <br> 2. Go through movements of shooting without pucks. <br> 3. Add pucks. | 8 minutes <br> $\square$ |
| Skating and Shooting (introduce) | 1. Players line up on side boards with pucks. <br> 2. Skate across ice with puck and shoot against opposite boards. | 2 minutes |
| Game (introduce) | 1. Players divided into two groups and form two lines 60 feet apart. (Outline with spray paint.) A piece of wood about 16 inches long and 1 inch thick is placed halfway between the two groups. All players have a puck. At the signal the players shoot the pucks at the piece of wood. The team that moves the piece of wood over the opponent's line first is the winner. <br> 2. Players must remain behind their lines at all times. <br> 3. Coach patrols center area in order to pass pucks back to players. | 8 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Backhand Sweep Shot.


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

## TEACHING TOOLS NEEDED

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

AMERICAN DEVELOPMENT MODEL


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Gliding on two skates (review) | 1. Review key points and demonstrate. <br> 2. Players line up on side boards. <br> 3. Take a few strides to gain momentum and then go into a glide on two skates. Maintain the basic stance while gliding. Repeat 2-3 times. <br> 4. Players partner up. One player places hands on partner's hips and pushes him across the rink. Player being pushed maintains the basic stance and glides on two skates. | 6 minutes |
| Gliding on one skate (review) | 1. Review key points and demonstrate. <br> 2. Line up along side boards facing the opposite side of the rink. <br> a. Take a few steps to gain momentum, and then glide as far as possible on one skate. <br> b. Repeat with the other skate coming back. <br> c. Do 2-3 times with each skate. <br> 3. Players partner up. One player pushes his partner who glides on two skates. Release partner part way across ice surface. Player then glides on one-skate to far side. Lift other skate 4 inches off ice surface. Return using other skate to glide on. Do 3-4 times each. <br> 4. Partners reverse position. | 8 minutes |
| Scooting across ice (review) | 1. Review and demonstrate key points. <br> 2. Stand along side boards with skates in a "T" position. <br> 3. Players push continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. <br> 4. Repeat push-recovery cycle as fast as possible. <br> 5. Come back scooting with the other leg. <br> 6. Repeat two times with each leg. | 4 minutes |
| Scooting on the circles (introduce) | 1. Three to four players on each circle. <br> 2. Start by standing on two feet with your feet together. <br> 3. Bend at the knees and push the outside leg to the side. <br> 4. Press down and out to the side with your outside skate. <br> 5. Your outside skate will glide back to the original position when you straighten up. <br> 6. Repeat going in both directions. <br> 7. Return skate quickly after you fully extend your leg. | 8 minutes |

## LESSON PLAN B-1 <br> HOCKEY

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Game Time Red light - green light (review) | 1. A player acts as a policeman and stands on one side of rink. <br> 2. Players start at other side of rink. <br> 3. Players caught moving on red light by policeman must return to original starting position. <br> 4. First player to policeman's side of the rink is the winner. <br> 5. Players can only move by using the T-push and scooting across the ice. | 9 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$


Amateur Hockey Association Illinois, Inc.

## LESSON B-1

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Proper Stance:

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

## 2. Gliding on two skates:


a. Take a few skating strides to gain momentum.
b. Assume the basic stance.
c. Common errors:

1. Ankles cave inward or outward.
2. Knees press in towards each other.
3. Legs are straight.
4. Body is twisted.
5. Upper body leans too far forward.
6. Head is looking down at the ice.
7. Not having two hands on the stick.
8. Stick not close to the ice. LESSON B-1
9. Gliding on one skate:


## 4. Scooting


a. Involves T-push.
b. Helps to improve pushing power and leg extension.

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

5. Push down and out with left leg. Fully extend left leg, and glide on right foot.
6. Bring left skate quickly up into a T-push position beside right skate before the next push is made.
7. Practice using both skates.
8. Groin Stretch - Warm-up:

9. Toe Touching - Warm-up:

a. Arms and stick straight overhead.
b. Bend at waist and touch toes while keeping legs as straight as possible.
c. To full extension slowly.
d. Hold position for 5-10 seconds.
10. Squat - Balance and Agility:
a. If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them, back straight and head up. The stick is on the ice pointing forward.

11. Stationary Jumping:
a. Have player start and land in basic skating position. It is important to start and land with knees flexed.

## TEACHING TOOLS NEEDED

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

## Mite 8 \& Under

## American Development Model

## Week 9

HOCKEY?


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time, Ride the broom (introduce) | 1. Player skates fast, then holding the top of the stick with both hands, the skater puts it between the legs and sits on the shaft. Then coasts with the heel of the stick sliding on the ice. Repeat across ice 2-3 times. <br> 2. Same as 1, but have players turn themselves in a zig-zag motion by twisting the handle. <br> 3. Same as 1, but try to turn from frontward to backwards. | 5 minutes |
| Sideways Movement (review) | 1. Review and demonstrate key points. <br> 2. Have players line up along boards facing the far side. Number them in threes. Have number 1's come forward nine feet, number 2's six feet and number 3's three feet. <br> 3. Players get into basic stance and try: <br> a. Two side steps to the left and two to the right, <br> b. Three steps in each direction, <br> c. Four steps in each direction. | 4 minutes |
| Sideways Movement (review) | 1. Review key points - new way. <br> 2. Repeat drills 3 a., b. and c. above. | 4 minutes |
| Glide turn - two skates (review) | 1. Players line up along side boards. <br> 2. On signal, the first player skates forward 15-18 feet and starts gliding on two skates. <br> 3. When they come to the pylon they must turn part way around it, and proceed to the second pylon. They continue around the second pylon and then skate to side boards and perform a one o'clock or eleven o'clock stop. <br> 4. Perform in both directions. <br> 5. Second player goes when first player reaches the first pylon. | 5 minutes |
| Push and Glide (introduce) | 1. Review and demonstrate key points. <br> 2. Starting at side boards the player uses alternate left and right thrust and glide sequences to cross ice. <br> 3. Use a count of "Push 2-3-4", "Push 2-3-4", etc. <br> 4. Perform a stop at far side. <br> 5. Repeat several times. | 7 minutes |

## LESSON PLAN B-2

| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :--- |
| Game Time | 1.Relay: <br> a. Divide group into even teams. <br> b. Players start on both knees. They must get up <br> and skate across rink performing a two foot glide <br> around pylon and then return to team. Players <br> must stop and touch the next player before he <br> can go. <br> c. Do one with glide turn to left and one with glide <br> turn to right. | 8 minutes |
| $\times \times \times \times \times \times$( |  |  |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Glide Turns

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

a. One o'clock refers to pushing out with right skate towards one o'clock.
b. Eleven o'clock refers to pushing out with left skate towards eleven o'clock.
3. A stop in which the player remains facing forward.
4. Glide on two skates in basic stance.
5. Turn heel of right skate out and the toe of right skate in. Push skate out and down towards one o'clock.
6. Keep weight on the ball of your foot as you stop. LESSON B-2
7. Sideways Movement - Review.
a. Players start from basic stance.
b. The body moves at right angles to the direction in which the player is facing. Keep shoulders straight ahead.
c. Steps must be taken flat-footed.
d. Keep the stick out in front of you.
e. Walk slowly at first. As the players pick up the drill, speed up the tempo.

f. Progression:
8. Put the right skate in front of left skate.
9. Take the left skate from behind the right skate and place it back in the normal stance position.
10. Repeat steps 1. and 2. as many times as required.
11. Sideways Movement:

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

## 5. Push and Glide:

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


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

## TEACHING TOOLS NEEDED

1. Pylons
2. Cross-ice rink boards


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time <br> 1. Abdominal and leg strength <br> 2. Use of skate blades <br> 3. Getting up from ice (review) | 1. Change positions as fast as possible. Lie on back; on your front; stand up, skate 12 feet forward, skate 12 feet backwards; hop sideways to left three times; to right three times; lie on your stomach; up to your knees. <br> 2. Lie on your back with your hands crossed in front of you. See if you can get up to a standing position without using your hands in any manner. <br> 3. With arms folded across your chest and sitting crosslegged on the ice, try to stand without using your hands or changing the position of your skates. | 8 minutes |
| Lateral Movement (review) | 1. Set up a course using four pylons 18 feet apart. <br> 2. Players execute a front start at pylon number 1 and skate to pylon number 2 where they stop. <br> 3. From pylon number 2 to pylon number 3 they do lateral crossovers. <br> 4. They skate backward from pylon number 3 to pylon number 4 and stop. <br> 5. Do lateral crossovers from pylon 4 to pylon 1. Repeat. | 5 minutes |
| Edge Control (introduce) | 1. Arrange pylons as shown or use spray paint to indicate the path to follow. <br> 2. Players take $4-5$ strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting right skate down. <br> 3. They will return again on the left skate (outside edge). <br> 4. Repeat whole exercise using right skate. <br> 5. Repeat 4-5 times with each skate. | 8 minutes |
| Game Time | 1. Arrange agility boards and pylons as shown. <br> 2. Players step over the agility boards, skate toward and around the pylon, and back, to touch the waiting skater. <br> 3. Same formation, but player skates around the agility boards, skates toward and around the pylon, and back, to touch the waiting skater. | 8 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Front Start:


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

## 2. Edge Control:


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

## TEACHING TOOLS NEEDED

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

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## American Development Model


 LESSON PLAN B-4

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time Hand-foot coordination, shoulder development, arm strength (review) | 1. Players will be asked to imitate animals. <br> a. Look like a bear running on the ice. <br> b. Inch along the ice like a worm. <br> c. Walk like a seal, using arms only. | 5 minutes |
| Glide Turns (review) | 1. Set up a course as indicated. <br> 2. The player skates towards the coach. When the player is within nine feet, the coach indicates with the hand whether the player is to pass on the right or left side. The player then executes a glide turn around each pylon. | 5 minutes |
| Edge Control (review) | 1. Arrange pylons as shown or use spray paint to indicate the path to follow. <br> 2. Players take $4-5$ strides to gain momentum and then start gliding on their left skate (inside edge). They try to follow the path all the way without putting the right skate down. <br> 3. Then return again on the left skate (outside edge). <br> 4. Repeat whole exercise using the right skate. <br> 5. Repeat twice with each skate. | 4 minutes |
| Puckhandling Stance (review) | 1. Demonstrate and point out key points of stance. <br> 2. Have players take basic stance and make corrections. <br> 3. Line players up in stickhandling position with a puck in front of them. Put heel of stick 1-2 inch above the puck. Have them roll their wrists so that the top of the blade touches the ice on each side of the puck. This gives them the idea of rolling the wrists. | 3 minutes |
| Stationary Puckhandling (review) | 1. Review and demonstrate key instructional points. <br> 2. Have players move puck from side to side out in front of the body. As puck is moved to the left, shift weight onto the left leg. As puck is moved to the right, shift weight onto right leg. <br> 3. Move stick out to the side and move puck forward to backward. <br> 4. Repeat 3. on the other side of body. <br> 5. Move puck diagonally in front of body. | 7 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Game Time Relay (introduce) <br> $x x^{3} \dot{x} \quad * \quad * \quad x^{2} x^{2} x$ | 1. Shuttle formation. <br> Put dots on the ice using spray paint. Place three feet in front of players. <br> a. On signal player-1 executes a forward running start and skates across the ice surface stopping on the dot. Player-1 then touches player-2 who does the same going back. Each player does this twice. <br> b. The same format as in a., but players must touch left knee to the ice in one direction and the right knee in the other direction. <br> 2. Teams all on one side. A pylon is placed 60 feet out. On signal, first player from each team skates toward the pylon and executes a glide turn to the left. He returns to the team and stops before touching the next player. Also do with tight turn to the right. | 8 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

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

The grip:

1. The top hand must be right at the end of the stick.
2. The lower hand should be 8-12 inches down the shaft.
3. The "V" formed by the thumb and forefinger should be pointing straight up the shaft.
4. Blade of stick is flat on the ice.
5. Keep the head up and use peripheral vision to look at puck. Younger players should be allowed to look and feel for the puck.


## 2. Stationary Puckhandling:


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

## TEACHING TOOLS NEEDED

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



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


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Two-Foot Stop (introduce) $x x \rightarrow \overline{\mathcal{J}}$ | 1. Place a pylon 60 feet out from the boards. Use 4-5 pylons. <br> 2. Player starts at sideboards using a front start. Skate towards pylon and start gliding on two feet. Execute a glide turn around the pylon. <br> 3. As speed diminishes, perform a two-foot stop. Remember to turn the shoulders first. <br> 4. Do in both directions. | 6 minutes |
| Fun Time Scatter Ball (review) | 1. Divide players into two teams. Each team must stay on its own half of the ice. All players have a tennis ball. <br> 2. Try to shoot all the tennis balls to the opposition's side of the ice in one minute. <br> 3. The team with the least number of balls on its side at the signal is the winner. <br> 4. Repeat three times. | 5 minutes |
| Crossover Pumping (introduce) | 1. Players skate around the face off circles performing forward crossovers. <br> 2. Do in both directions. <br> 3. Have players stay outside or on the circle line. <br> 4. To pass you must go on the outside of player. | 7 minutes |
| Skating with puck (review) | 1. Players skate freely in assigned area stickhandling with puck. Move in all directions but maintain control of the puck. <br> 2. Starting from side boards the players cross the ice stickhandling the puck. Repeat 3-4 times. | 5 minutes |
| Game Time (review) | 1. Mini game, no more than 3 vs 3 , using a tennis ball or a puck: <br> a. Play across the rink in small areas. <br> b. Use pylons as goals. <br> c. To score the ball or puck must hit the pylon. <br> d. No goalies. | 8 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Two-foot Stop:


a. Will stop more quickly than a one o'clock or eleven o'clock stop.

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

## LESSON B-5

HOCKEY

## 2. Crossover Pumping:

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

1. Skating on the circles.
2. Push outside skate out toward the side keeping the blade in contact with the ice until the leg is fully extended.
3. Push down on the ball of your foot at the end of the push so that you are using your ankles to get that little extra push from each stroke.
4. Lean into the circle from the waist down by pushing your hips into the circle and keeping your inside shoulder up.
5. After extension in step 2. swing your outside leg over the inside skate and place outside skate parallel to the inside skate but slightly ahead of it.
6. The inside skate then pushes to full extension outward under the body (using outside edge).
7. When fully extended, return it quickly to its original position under the body
 and beside the outside skate.
8. Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
9. Repeat in both directions.
10. Skating with puck:
a. Start attempting to introduce the splitvision concept.
b. At first try carrying the puck by looking ahead of you with frequent glances down to control it.
c. Use split-vision to see puck on your stick.
d. Keep puck out in front of body.
e. Keep hands in front of body and on your stick.

# TEACHING TOOLS NEEDED 

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

## Mite 8 \& Under

## American Development Model

Week 11 LESSON PLAN B-6

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate freely executing two-foot stops to the left and to the right side. | 4 minutes |
| Balance and Agility Station Activities 5 minutes per station (review) | I. Station 1: <br> a. Arrange agility boards and pylons as indicated. <br> 1. Players jump over first board, spread their skates at second board, go between third and jump over the stick at the end. Return to original position and execute a two-foot stop. | 15 minutes |


2. Station 2:
a. Arrange agility board and pylons as indicated below.

1. Players go through the pylons in slalom style, jump over the agility boards, and slide under the stick on the pylons. Get up and return to the original position. Execute a two-foot stop.

2. Station 3:
a. Give each player a tennis ball to perform the
following:
3. Bounce ball off ice, turn 360 degrees going from left to right. Catch ball on way down.
4. Repeat turning to the right.
5. Pair off and stand six feet apart facing your partner. On signal both partners bounce their ball and then skate across and try to catch partner's ball.
6. Use end face off circles or make two circles with spray paint or pylons.
(review)
7. Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times).
8. Send 3-4 players at a time.


Skating with puck (review)

1. Players line up along side boards. On signal the players stickhandle across the width of the rink. Remind players about only glancing at the puck and then looking up.


5 minutes
$\square$

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Reversing Directions - two-foot stop to T-push (introduce) | 1. Players start on side boards. <br> 2. On a signal the players execute a front start and skate to opposite side. <br> 3. Players execute a two-foot stop six feet from the boards. <br> 4. To get started in the other direction they will use a T-push. <br> 5. Do this in a sequence of three widths of the rink. <br> 6. Repeat three times. | 7 minutes |
| Backward Stance Backward Gliding (review) | 1. Review and demonstrate key instructional points. <br> 2. Players partner off. <br> 3. Push partner backwards using two hockey sticks. Player being pushed assumes basic stance and glides on two skates. <br> 4. Switch positions to come back. <br> 5. Repeat 2-3 times. | 5 minutes |
| C-cut (review) | 1. Players start along side boards. <br> 2. On signal they initiate backward movement using a C-cut. Continue across rink using only left skate. Come back using only right skate. Repeat 2-3 times. <br> 3. Same as 2. but cross ice by pushing and recovering first with one skate and then with the other skate. Repeat several times. | 7 minutes |
| Backward V-stop (review) | 1. Players partner off. Push partner backwards with one hockey stick held at chest level. Player going backward practices turning toes out and leaning forward. Reverse positions on other side. Repeat 2 or 3 times. <br> 2. Start skating backwards across the rink and execute a backward " V " stop. Use a forward running start to go back to the other side and stop using a two-foot front stop. Repeat two or three times. | 5 minutes |
| Game Time (review) | 1. Coach has a rope 15-18 feet in length. <br> 2. Coach is in the center of the circle. He begins passing the rope along the ice and under the jumping players. <br> 3. Any player who touches the rope is out. | 7 minutes |

## LESSON SUMMARY

## Successes:

$\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Backward Stance:


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

## 2. Backward C-cut:


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

## 3. 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 skates against the ice.
d. Slight bend in knees during first phase of stop.
e. Legs become extended during final phase of stop. Pressure is thus exerted through the skate blade.
f. When stop is completed the player should end up in the basic stance, prepared to go off in any direction.

## 4. Reversing Directions:



1. Agility boards
2. Pylons
3. Tennis balls
4. Rope 15-18 feet long
5. Can of spray paint
6. Cross-ice rink boards

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 LESSON PLAN B-7


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Changing Direction (review) | 1. Players start on side boards. <br> 2. On a signal the players execute a front start and skate to the opposite side. <br> 3. Players execute a two-foot stop six feet from the boards. <br> 4. To start in the opposite direction the players use a T-push. <br> 5. Do this sequence three times. | 4 minutes |
| Backward one-foot stop and forward T-push (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Review forward T-push; <br> a. Players line up on boards. <br> b. Place right skate behind the left skate forming a "T". <br> c. Push down and out with the right skate, gliding as far as possible on left skate. <br> d. Continue to other side. <br> e. Return using left skate. <br> 3. Review backward one-foot stop: <br> a. Players line up facing boards. <br> b. On signal perform C-cuts to gain momentum and then backward striding. Perform one-foot stop one metre from boards. <br> c. Repeat going back. <br> d. Do 6-7 times. <br> e. Try doing it with either foot. <br> 4. Combine one-foot stop and T-push: <br> a. Same as 3 . but when you stop you should be in a T-position with your skates. Immediately push down and out with back foot to gain forward momentum. Start striding forward to other side and stop using two-foot stop. <br> b. Repeat 4-5 times. | 12 minutes |
| Gliding backwards on one skate (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Players partner off along side boards and face one another. Partner on boards holds the sticks by the blades, blade down. Other partner holds sticks at end of handles. Partner being pushed glides on two skates to begin with and then switches to one skate. Return using other skate. Players reverse positions and repeat. <br> 3. Each player does 4-5 times. | 6 minutes |
| Backward push and glide (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Players start on side boards. <br> 3. Use C-cuts to get started. Continue across ice by pushing and recovering first with one skate and then with the other. <br> 4. Glide between recovery and pushing with each stride. | 4 minutes |

## LESSON PLAN B-7 <br> HOCKEY

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Game Time Soccer on ice (introduce) | 1. Use tennis ball or soccer ball. <br> 2. Play across ice using pylons as goals. <br> 3. To score ball must be kicked using side of foot to hit the pylon. <br> 4. Stress passing and skating to openings. <br> 5. Players work on stopping and starting. | 6 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$
$\qquad$

american development model

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Gliding backwards on one skate:



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


a. Player is in motion backwards.
b. Lift one skate off the ice.
c. Keep supporting leg under player's center of gravity.
d. Keep blade of supporting skate flat on the ice, not on the edges.
e. Glide in a straight line.
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 counterclockwise direction as the left skate is planted in a braking position.
e. Left knee is bent and the weight is transferred from the right leg to the left leg.
f. The majority of resistance comes from the left skate.
g. Right skate and knee move under the body.
h. Skates are now in a position for T-push start, (Lesson B-6).

## 3. Push and glide backwards:


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

## TEACHING TOOLS NEEDED

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


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) | 1. Starting from side boards the players cross the ice surface, walking on their toes, then on their heels. Do twice. <br> 2. Players start from side boards, take 3-4 strides to gain momentum and start gliding on one skate. <br> a. Lift one leg forward and keep balance while gliding. Come back on other skate. <br> b. Lift one leg to the rear and lean slightly forward. Come back on other leg. <br> 3. Players face side boards. On a signal they turn 180 degrees and accelerate, skating rapidly to the other side. Execute a two-foot stop. Do 3-4 times. <br> 4. Starting at side boards, players cross to other side doing exaggerated forward crossovers. <br> 5. Place four pylons across ice, 12 feet apart. <br> a. Players start from side boards and circle each pylon by doing a 360 degree turn. <br> b. Return by running in opposite direction. <br> c. Repeat three times each way. <br> 6. Quick arms - three step progression: <br> a. Ten quick arm thrusts in a stationary position. <br> b. Quick arm thrust while gliding cross rink. <br> c. Ten quick arm thrusts while executing a forward start. <br> d. Repeat sequence three times. | 20 minutes |
| Backward one foot stop and T-Push (review) | 1. Players start on side boards facing the boards. <br> 2. Use C-cuts to start skating backwards across rink. <br> 3. Stop using one-foot and immediately use T-push to gain forward momentum towards other side. <br> 4. Skate forward and execute a front two-foot stop. <br> 5. Repeat four times. | 3 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Backward gliding on one foot (review) | 1. Start on side boards. <br> 2. Take 3-4 strides backwards and start gliding on one skate. <br> a. Lift other skate out in front and glide in a straight line backward. <br> b. Lift other skate back and lean forward. <br> 3. Do each with both left and right skate as gliding skate. <br> 4. Do twice with each. | 4 minutes |
| Fun Time | 1. Balance stick upright in front of you with knob down. Hold it with your left hand. On a signal let it go, turn around quickly to the left and grasp the stick before it falls to the ice. Also do by turning in the opposite direction. Try holding it with the right hand. Can you turn around twice? <br> 2. Place stick on your shoulders: <br> a. Rotate your shoulders from side to side. <br> b. Try to touch your left skate with the left section of the stick. <br> c. Now try the right skate with right section of stick. | 8 minutes |
| Pivot (Backwards to Forward) (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Have players start at side boards. Take 4-5 strides to gain backward momentum. <br> 3. Glide on one foot for six feet and then execute turn. <br> 4. Accelerate out of turn, skating forward and execute a two-foot forward stop. <br> 5. Do on same foot 5 or 6 times. <br> 6. Switch to other foot and do 5 or 6 times. | 8 minutes |
| Pivot (Forward to Backwards) (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Players start at side boards. Take 4-5 strides to gain forward momentum. <br> 3. Glide on one skate for six feet and then execute turn. <br> 4. Skate backwards across ice and execute a backward stop. <br> 5. Do 5-6 times on same foot. <br> 6. Repeat using other foot and turning in opposite direction. | 8 minutes |


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

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
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## LESSON B-8

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Pivot (Backwards to forward):


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

## 2. Pivot (Forward to backwards):


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

## TEACHING TOOLS NEEDED

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


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TIME:


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


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Fun Time | 1. Partner off, one person walks on his hands while the other partner holds him by the knees, wheel barrowing down to a line 35 feet away. <br> 2. Change positions on the return trip. <br> 3. Each player must balance the puck on his stick blade and skate across the ice. If puck is dropped, stop, pick it up, and put it back on the blade. <br> 4. Try Number 3 . going backwards. | 8 minutes |
| Tight Turn (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Place $3-4$ pylons approximately 60 feet out from side boards. <br> 3. Have equal number of players line up opposite the pylons. <br> 4. Players take $4-5$ strides and then start gliding toward pylon. <br> 5. Execute a tight turn around the pylon and return skating to the end of your line. <br> 6. Alternate tight turns. First to the left for every player and second to the right. | 8 minutes |
| Game Time Relays using length of ice | 1. Forward start, pivot (forward to backwards) and skate backward. Pivot (backwards to forward) and skate forward to boards. Do a tight turn around pylon and return by skating forward. On the return you must touch left knee and right knee on the ice. Perform a two-foot stop and then touch your partner. <br> 2. Same formation as in 1. Players skate across the ice doing crossovers to weave through the pylons. Perform a two-foot stop at last pylon. Do three situps and return weaving through pylons. Execute a two-foot stop before touching your partner. <br> 3. British Bulldog. Players stand in line along boards. One player stands in the middle of the rink. At instructor's signal, the players must cross to the other side. The player in the middle must try to tag them. Players who are touched remain in the center to help. Winner is the last player touched. | 16 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Tight Turns:

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


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

## TEACHING TOOLS NEEDED

1. Pylons
2. Lightweight pucks
3. Cross-ice rink boards LESSON PLAN B-10

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate counter-clockwise around ice and perform these five warm-up exercises. <br> a. Touch toes. <br> b. Pull knee to chest. <br> c. Squat low. <br> d. Touch one knee to ice. <br> e. Skates stay on ice at all times. Spread legs wide to the side and then bring them together. | 4 minutes |
| Balance and Agility (review) | 1. Starting on side boards the players run on their skates to the other side. Repeat coming back. <br> 2. Players face coach and follow his stick. Make players move laterally left and right, skate forward, skate backwards, drop to knees, and get up. <br> 3. Players start from side boards. Take 3-4 strides to gain momentum then glide on one skate and wobble from inside edge to outside edge as you cross the ice. Do with both left and right skate, 2-3 times each. <br> 4. Players cross ice skating backwards and perform a Vstop. Immediately execute a forward running start and skate forward to other side performing a two-foot stop. Repeat twice. <br> 5. Same as 4. but with one-foot back stop and T-push to go forward. | 17 minutes |
| Tight Turns (review) | 1. Players line up in pairs 30 feet apart, facing one another. On signal the players from one side skate toward the player directly opposite them and execute a tight turn to the left around him, returning to original position. Players from the other side repeat this. <br> 2. Second time players execute a tight turn to the right. | 5 minutes |
| Fun Time | 1. Can you skate with your hands holding your ankles? <br> 2. Can you skate with your legs crossed in front of you? <br> 3. Try 1. and 2. going backwards. <br> 4. Squat down with one leg out in front of you and with arms stretched out for balance. Try to raise your body up again to a standing position. Try not to lose your balance. <br> 5. Repeat 4 . with other leg. | 5 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Open Ice Carry (review) | 1. Review and demonstrate key instructional points. <br> 2. Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. Repeat 3-4 times. <br> 3. Place pylons six feet out from far boards. Players perform open ice carry down to pylon, then do tight turn controlling puck, and return using open ice carry. | 5 minutes |
| Starting with puck (review) | 1. On a signal the players push the puck slightly ahead of them. Skate out to it and perform an open ice carry to other side. <br> 2. Players cross ice with puck maintaining contact with stick. | 5 minutes |
| Weaving with puck (review) | 1. Player weaves with puck through pylons 1 to 4 . <br> 2. Player performs a 360 degree turn around pylon 5. <br> 3. Player performs open ice carry between pylons 5 and 6. <br> 4. Player does glide turn at pylon 6 returning to original position. | 9 minutes |
| Game Time $x x^{3} x^{4} \quad * \quad * \quad x^{2} x^{4} x$ | 1. Relay from this formation! <br> Put dots on ice using spray paint. Place 4-5 feet in front of players. <br> a. Player X1 carries puck across ice and leaves it on dot. He then touches X2. X2 skates out and carries puck across the ice and leaves it on the dot, etc. <br> b. X1 skates forward to the far dot and stops. He comes back backwards to first dot and stops. He then crosses the rink and touches X2 who repeats going in the opposite direction. <br> c. Repeat each twice. | 10 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Starting with the puck:
a. Review front start, (Lesson B-3).
b. Players maintain contact between stick blade and puck.
2. Open Ice Carry:

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

## TEACHING TOOLS NEEDED

1. Lightweight pucks
2. Pylons
3. Spray paint
4. Cross-ice rink boards
a. Players have control of stick with top hand only.
b. The puck pushed ahead with the bottom edge of the stick blade.
c. Arm action is a slight forward thrust by straightening the arm at the elbow.
d. Push the puck slightly ahead.

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| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. As each skater steps onto the ice they are given either a puck tennis ball or street hockey ball. Skate in any direction on the ice. On the whistle, the player must exchange for another piece of equipment. No shooting allowed, only puck control. | 5 minutes |
| Balance and Agility (review) | 1. Four stations, five minutes at each. Change stations on a determined signal. <br> Station 1: (One of the end zones) <br> 1. Players do crossovers around circle-1 (two and a half times) and then around circle-2 (two times). <br> 2. Send 2-3 players at a time. <br> 3. Repeat 2-3 times. <br> 4. Do same as 1 , but with pucks. <br> Station 2: (Between blue line and red line.) <br> 1. Players run over agility boards. Execute a glide turn at pylon-1 and skate to pylon-2. Stop using two-foot front stop facing boards. Skate backwards from pylon-2 to pylon-3 and stop. Do lateral crossovers back to original position. Repeat. <br> Station 3: (Between blue line and red line.) <br> 1. Group-1 skates backwards to pylon and pivots backwards to forward, then accelerates out of turn skating forward and execute two-foot stop at boards. Go to end of group-2 line. <br> 2. Group-2 skates forward to pylon and pivots forward to backwards. Skating backwards to sideboards and stopping. Go to end of group-1 line. <br> Station 4: (One of the end zones) <br> 1. Player controls puck while weaving through pylons. <br> 2. Player performs glide turn at last pylon, skating forward for 30 feet before stopping. Face boards when you stop. <br> 3. Skate backwards to opposite side of rink while controlling the puck. | 20 minutes |

## LESSON PLAN B-11

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Starting with Puck Open Ice Carry (review) | 1. Use cross ice. <br> 2. All players with a puck. <br> 3. Arrange players into four groups. <br> 4. Players start with puck and weave through pylons. <br> 5. Perform open ice carry on the way back. <br> 6. Second player starts when first player reaches last pylon. | 8 minutes |
| Fun Time (review) | 1. Same formation as previous. <br> 2. Players skate to middle and: <br> a. Coast on both skates. Jump at center. Take off on two feet and land on two feet. <br> b. Coast on both skates. Jump red line, turn 180 degrees in air and land backwards. On the way back jump and turn 180 degrees and land going forwards. Always take off on two feet and land on two feet. <br> c. Coast on only one skate. Jump at center on one skate. Don't put other skate down. <br> d. Repeat (c) with other leg. <br> e. Do these 2-3 times each. | 5 minutes |
| Control puck with feet (introduce) | 1. Demonstrate and review key instructional points. <br> 2. Cross the rink using feet to control puck. <br> a. Keep puck in feet at all times. <br> b. Kick puck slightly ahead of you (three feet). Alternate skates going across ice. <br> 3. Repeat each 2-3 times. | 4 minutes |
| Puckhandling Combinations (introduce) | 1. Starting at sideboards the players cross the ice by: <br> a. Stickhandling half way, drop puck into skates and control puck with skates the last half. <br> b. Control puck with skates for first half and kick puck up to the stick for second half. <br> c. Control with stick - drop puck into skates, kick once with the left skate and once with the right skate up to the stick and across the ice. <br> d. Repeat each 3-4 times. | 8 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Game Time | 1. Use a puck. <br> 2. Mini game and play cross-ice. <br> 3. Use pylons as goals. <br> 4. To score puck must hit pylon. <br> 5. No goalies. |  |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$


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LESSON B-11

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Use of feet to control the puck.

a. Turn toe out so that puck can be controlled by the skate blade.
b. Players should take a quick look down but not for too long. Try to keep the head up.
c. Keep puck within three feet of skates.
2. Puckhandling Combinations:
a. Important for players now to try using peripheral vision to a greater degree.
b. Feel for the puck is important.
c. Ability to control puck on stick and drop it into skates.

## TEACHING TOOLS NEEDED

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

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate clockwise around the ice and perform these six warm-up exercises. <br> a. Touch toes. <br> b. Squat low. <br> c. Pull knee to chest. <br> d. Touch one knee to ice. <br> e. Skates stay on ice at all times spread legs wide to the side and then bring them in together. <br> f. Run between blue lines. | 4 minutes |
| Balance and Agility (review) | 1. Cross ice touching knee on ice after each stride. i.e. drive with left skate, touch left knee to ice and get up. Drive with right skate, touch right knee to ice and get up repeat across ice. Do three times. <br> 2. Cross ice doing forward alternate leg crossovers. <br> 3. Players skate forward and jump over agility board, (1) dive under obstacle, (2) set on two high pylons, jump over agility board, (3) dive under obstacle, (4) on two high pylons. Player gets up and turns 360 degrees around pylon, skates forwards (eight feet) pivots forward to backwards and skates backwards to boards. Lateral crossovers back to original position. Repeat. <br> 4. Same set up as 3 . Players carry puck with them. Must slide puck under obstacle on pylons, skate around and pick it up. Perform an open ice carry on the return to position. <br> 5. Repeat using route-2 as players should do on forehand and backhand. | 15 minutes |


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


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

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Stopping with puck:

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


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## 2. Stationary Passing:


a. Forehand sweep pass:

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

1. Player is in the normal puckhandling stance.
2. Bring the puck beyond the plane of the body. Puck is in the middle portion of the stick blade.
3. Stick blade should be at right angles to the target.
4. Body weight is on the back leg.
5. Head is up looking at the target, make eye contact with receiver.
6. Puck is propelled towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
7. As the puck is propelled, the weight is transferred from the rear leg to the front leg.
8. Follow through low and towards the target.
9. Be prepared to receive.
b. Receiving a pass on forehand:
10. Head up looking at the puck, make eye contact with passer.
11. Present a target with stick blade on the ice.
12. Keep blade at 90 degrees towards direction of puck.
13. As the puck contacts the blade, some give is allowed, providing a cushioning effect.
14. Watch puck throughout pass reception.
15. Be prepared to pass.

c. Backhand sweep pass:
16. Hands are well away from the body.
17. Bring the puck beyond the plane of the body.
18. Shift the weight to the back leg.
19. Head up looking at target, make eye contact with receiver.
20. Cup the blade of the stick over the puck.

21. Sweeping action of stick across the body to slide the puck.
22. Shift weight to the front foot.
23. Follow through low.
24. Be prepared to receive.
d. Receiving a pass on the backhand:
25. Head up watching the puck, make eye contact with passer.
26. Stick is on the ice for a target.
27. Cup your stick and cushion the impact by relaxing the wrists.
28. Be prepared to pass.


## TEACHING TOOLS NEEDED

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

## Mite 8 \& Under

## American Development Model



COACH:
TEAM:
DATE:
TIME:


| Free Skate | DESCRIPTION | TIME |
| :--- | :--- | :--- | :--- |
| 1.Players skate freely executing stops and starts while <br> maintaining control of the puck. The players can also <br> incorporate puck control with the stick and feet. | 4 minutes |  |
| Balance and Agility | 1. <br> (review) <br> Players line up on sideboards and cross to the other <br> side by: <br> a. Shoulder kick: Hold hands straight outward from <br> the shoulders. Cross first with the left hand out <br> and swing left foot up to touch the hand. Return, <br> using right foot and right hand. Repeat twice with <br> each hand. <br> b. Knee lift: Lift knee up to waist and give a pull with <br> stick. Return with opposite leg. <br> c. Squat position - same on return. <br> d. Toe in: Do with both feet two times. <br> e. Toe out: Do with both feet two times. <br> f. Skate with both feet on the ice. Do two times. <br> g. Skate across backwards. Execute a two-foot <br> stop and a running front start. Skate forward to <br> other side and execute a forward two-foot stop. <br> Repeat sequence three times. <br> h. Obstacles (pylons, chairs, sticks and gloves) are <br> arranged so as to form a course to be followed <br> by the players. The instructor shows the course <br> to be followed and the players follow in single <br> file. Arrange course so the players have to make <br> a series of zig zag turns. |  |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Skating and Passing (review) | 1. Shuttle passing: <br> a. Two lines facing each other about 60 feet apart. Mark a passing spot with spray paint (about 12 feet out from lines). <br> b. The lead player in line-A carries the puck out to the passing spot and passes the puck to the lead player in line-B, and then continues skating to the end of line-B. The player in line-B receives the pass and then repeats the drill in the opposite direction. <br> 2. Set pylons across rink about nine feet apart. <br> Arrange players in two rows one on each side of the pylons. Players pair off and cross to the other side. Must make one pass between each pair of cones. Players then return to end of opposite lines. | 8 minutes |
| Lead Pass (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Set up course as diagrammed. <br> a. On signal players X2 and X3 start out skating with stick on ice ready to receive a pass. <br> b. X1 and X4 try to pass them the puck so they receive it about 15 feet out from start of line. <br> c. X2 skates down around pylon in control of puck and goes to end of X4 line. X1 goes to end of X2 line. X3 goes to X1. | 8 minutes |
| Bank pass to partner (introduce) | 1. Review and demonstrate key instructional points. <br> 2. Set up course as diagrammed. <br> a. On signal X1 gives board pass to X 2 as does X 3 to X 4 . <br> b. X2 skates with puck around pylon to end of X 3 line. X1 goes to end of X2 line, X4 goes to X1 and X3 goes to X4. | 8 minutes |
| Game Time | 1. Mini game: <br> a. Use a puck. <br> b. Play across the ice. <br> c. Use pylons as goals. <br> d. Puck must hit pylon to score. <br> e. Must complete three passes before you can score. <br> f. No goalie. | 9 minutes |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

1. Skating and passing:
a. Remember key points about open ice carry (Lesson A-9).
b. Remember key points on forehand pass and backhand pass (Lesson B-12).
2. Lead pass to a moving target:
a. Fastest way to advance puck up the ice to a teammate is by passing it.
b. Passer must develop quick reaction to passing opportunities.
c. Passer can not telegraph pass.
d. Passer must be able to watch receiver and gauge his distance and speed while controlling the puck.
e. Pass to a spot ahead of your teammate so that he can skate into the moving puck. Called "leading the man" with the pass.
3. Board pass to partner:
a. Make boards work for you in passing the puck.
b. Used frequently by defenseman in their own zone.
c. Useful when a defender is between you and your receiver.
d. A puck passed off the boards rebounds away at the same angle. In other words, the angle onto the boards equals the angle off of the boards.

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

## TEACHING TOOLS NEEDED

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

COACH:
TEAM:
DATE:
TIME:
$\qquad$ -


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate in pairs around the rink and pass the puck to each other. | 4 minutes |
| Balance and Agility (review) <br> Station 1 <br> Station 2 <br> Station 3 (not pictured) <br> Station 4 | 1. Four stations - five minutes at each station. Change stations on a pre-determined signal. <br> Station 1: (Use one of the end zones) <br> 1. Players control puck going along the outside of the face-off circle. At a signal, they enter the face-off circle and continue controlling the puck. On signal they go outside, etc. <br> 2. Players stand along boards; on signal they follow instructor around the course. Players keep head up and maintain control of puck. Second player goes when player ahead is out nine feet. <br> Station 2: (From one blue line to the red line.) <br> 1. Starting at side boards, skate forward. On given signal, pivot and skate backwards to other side. <br> 2. Same as 1. but start skating backwards, pivot and skate forward to other side. <br> Station 3: (From one blue line to the red line.) Go from side to side. <br> 1. Review toe in - Lesson B-13. <br> 2. Review toe out - Lesson B-13. <br> 3. Take $3-4$ strides to gain momentum and then in squat position to cross the ice. <br> 4. Same as 3 . but after you are in squat position lift one foot off the ice and extend the leg in front. Try with other leg. <br> Station 4: (Use other end zone) <br> 1. Players divided evenly into two corners. X1 carries puck through course and goes to end of X2. X2 goes through course and goes to the end of X1. When player ahead gets to second pylon the next player goes can also be done without pucks. | 20 minutes |


| Fun Time <br> (review) | 1.Freeze tag with puck. <br> a. One player is "it", while the rest of the players skate <br> around controlling the puck and trying not to be <br> touched. <br> b. When the person "it" approaches another player, the <br> player must remain completely motionless and in <br> control of the puck to be safe. | TIME minutes |
| :--- | :--- | :--- | :--- |
| c. Continue until all players are frozen. |  |  |
| d. More than one person can be "it" at one time. |  |  |


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

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$


## LESSON B-14

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

## 1. Forehand Sweep Shot:


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

## HoCREP <br> LESSON B-14

## 2. Backhand Sweep Shot:


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

## TEACHING TOOLS NEEDED

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


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## American Development Model




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


| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :--- |
| Game Time | Hockey Baseball: <br> 1. <br> Can be played in three areas. | 7 minutes |
| 2.Divide players into two teams. <br> 3. <br> Batter has two pucks at home plate. One is shot <br> into the field and the other is stick handled around <br> the four markers and back home. <br> 4. <br> Fielders must retrieve puck and skate with it to first, <br> second, or third base and then pass to instructor <br> who is the catcher. If puck arrives before the batter <br> he is out. <br> 5. <br> Every player gets up once and then teams change <br> positions. |  |  |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


## LESSON B-15

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

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


## TEACHING TOOLS NEEDED

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

AMERICAN DEVELOPMEN


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate in a counter-clockwise direction. Perform stretching exercises. <br> a. Stretch the groin. <br> b. Touch the toes. <br> c. Pull knees to chest. <br> d. Leg lifts. <br> 2. After stretching, have players scooting around rink 30 seconds counter-clockwise and 30 seconds clockwise. | 5 minutes |
| Balance and Agility (review) | 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. <br> 1. Knee lift: Return using other knee. <br> 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. <br> 3. Touch knee to ice: Touch left knee to ice three times. Come back using right knee. Repeat twice with each leg. <br> 4. Same as 3. but alternate knees. Touch the ice twice with left knee and twice with right knee. Repeat three times. <br> 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. | 15 minutes |
| Edge Control (review) | Same formation as "Balance and Agility". <br> 1. Set up 4 pylons in a row 15 feet apart. <br> 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. <br> 3. Return using right leg. | 8 minutes |


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

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


## 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.

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.

## 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.
3. Stationary Puckhandling:

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.


## TEACHING TOOLS NEEDED

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

## Mite 8 \& Under

## American Development Model



COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate freely executing two-foot stops to the left side and also to the right side. | 2 minutes |
| Balance and Agility (review) | 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. <br> 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. <br> 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. <br> 3. Groin stretch: Do two lengths with each leg. <br> 4. Toe Touching: Do two lengths. <br> 5. Running the length of the ice. Repeat for two lengths. <br> 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. <br> 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) | Same formation as the balance and agility drills: <br> 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 |

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| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Stationary Puckhandling (refine) | 1. Review and demonstrate key points. <br> 2. Each player has a puck and finds free space facing an coach. On signal move the pucks: <br> a. From side to side in front of player's body. <br> b. To forehand side of body from front to back. <br> c. To backhand side of body from front to back. <br> 3. Have players do this on their own (two minutes). <br> 4. Have players attempt these maneuvers while calling out the number of fingers the coach is holding up. | 8 minutes |
| Fun Time (introduce) | 1. Each player has a skipping rope. <br> 2. Players spread out to a free area of ice. <br> 3. On signal players perform two-foot jump skipping. | 4 minutes |
| Backward Stance (review) | 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) | 1. Players partner off. <br> 2. Push partner backwards, using two hockey sticks with the blades pointed down. <br> 3. Player being pushed assumes the basic stance and glides on two skates. <br> 4. Switch positions on the way back. | 5 minutes |
| Backward Gliding one skate (review) | 1. Review and demonstrate key instruction points. <br> 2. Same formation as backward gliding, two feet. <br> 3. Partner being pushed glides across the ice on one skate. Same player returns using the other skate. <br> Players then reverse positions. <br> 4. Each player repeats 3-4 times. | 7 minutes |
| Use of Feet in Puckhandling (review) | 1. Review and demonstrate key points. <br> 2. Formation the same as balance and agility. <br> a. Players go across the ice controlling the puck in the skates, repeat two times. <br> b. Players go across the ice pushing the puck ahead (three feet). Use alternate skates as you go. Repeat 3-4 times. <br> c. Players carry puck to the middle by using their feet. Stickhandle from middle to the boards. | 6 minutes |


| SKILL |  | DESCRIPTION | TIME |
| :--- | :--- | :--- | :---: |
| Game Time <br> Red light - Green light <br> (review) | 1. Set up a game in different areas. Game will be <br> played going across the ice. | 3 minutes |  |
|  | 2. A player or coach acts as a policeman and stands |  |  |
|  | on one side of the rink. Players start on the other side of the rink. Each <br> player has a puck.  |  |  |
|  | 4.Players caught moving on red light by the policeman <br> must return to original starting position. |  |  |
|  | 5. First player across wins.  <br> 6. Players must cross rink by controlling the puck in <br> their skates.  |  |  |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


## LESSON C-4

## 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; $\mathrm{C}-3$ ).
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.
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.

## 2. Gliding Backwards two skates:

a. Must be done in the basic stance.
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-5

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate clockwise controlling a puck with their stick and skates. | 4 minutes |
| Balance and Agility (review) | Players are arranged in groups along side boards. All drills are done going across the rink. <br> 1. 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. <br> 2. 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. <br> 3. 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. <br> 4. 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. <br> 5. 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) | 1. Start on sideboards. <br> 2. 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. <br> 3. Same as 2. but glide on one skate: <br> a. Lift other skate out in front and glide in a straight line backwards. <br> b. Lift other skate backwards and lean forward. <br> 4. Do 3. with both left and right skate as the gliding skate. <br> 5. Do twice with each leg. | 5 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Use of the Feet in Puckhandling (review) | Same formation as backward gliding. Players on side boards with pucks. <br> 1. Cross the ice controlling the puck in their skates. Repeat coming back. <br> 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. <br> 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. | 5 minutes |
| Backward C-cuts (refine) | 1. Review and demonstrate key points. <br> 2. Formation the same as for balance and agility. <br> 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. | 7 minutes |
| Backward V-stop (refine) | 1. Review and demonstrate key points. <br> 2. Same formation as C-cut. <br> 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. | 5 minutes |
| Glide Turn (review) | 1. Review and demonstrate key points. <br> 2. Same formation as C-cut. <br> 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. | 5 minutes |
| Crossovers (review) | 1. Review and demonstrate key points. <br> 2. Players start in one corner of the rink. <br> 3. Do crossovers on face-off circles - 2.5 times around each circle. <br> 4. Players can be sent 4-5 at a time or in some other manner. <br> 5. Do three times. | 7 minutes |


| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :---: |
|  | 1. Mini game. <br> Game Time <br> (review) | 2. Use small areas and play cross-ice.  <br>  3. Use pylons as goals. <br>  4. To score, the puck must hit the pylon. <br>  5. No goalies. |

## LESSON SUMMARY

Successes: $\qquad$

Areas of Improvement: $\qquad$


Mite 8 \& Under American Development Model

LESSON C-5

## 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.
3. Glide Turns:


## 4. Crossovers:


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.

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

## Mite 8 \& Under

## American Development Model



COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. Players skate clockwise and perform stretching exercises: <br> a. Stretch the groin. <br> b. Touch the toes. <br> c. Pull knee to chest. <br> d. Leg lifts. <br> e. Lateral groin stretch. | 4 minutes |
| Balance and Agility (review) | Players are arranged in groups along side boards. All drills are done going across the ice. <br> 1. Skate across the ice, concentrating on full leg extension. Repeat without sticks. <br> a. Hands behind back. <br> b. Hands on head. <br> c. Hands on knees. <br> Do 2-3 lengths of each. <br> 2. Drop on two knees at center. Get up as quickly as possible. Repeat coming back. <br> 3. Touch one knee (left) at center. Return touching right knee. Do two lengths with each knee. <br> 4. Skate to center, fall on stomach and get up while sliding. Repeat coming back. <br> 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 twofoot stop by turning to the right. Do three lengths of each. | 15 minutes |
| Backward C-cuts (refine) | 1. Formation same as for balance and agility. <br> 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. | 4 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Backward V-stops (refine) | 1. Same formation as for C-cuts. <br> 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. | 4 minutes |
| Crossovers (review) | 1. Players start in one corner of the rink. <br> 2. Do crossovers on circles. Go 2.5 times around each circle. <br> 3. Players can be sent 4-5 at a time or in some other manner. <br> 4. Repeat two times. | 5 minutes |
| Backward Push and Glide (refine) | 1. Formation as in "C-cuts". <br> 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." | 6 minutes |
| Tight Turns (review) | 1. Demonstrate and review key points. <br> 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. <br> 3. Do tight turns to both left and right. | 5 minutes |
| Skating with the puck (refine) | 1. Players assigned to one of four areas. <br> 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. | 3 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Weaving with puck (refine) | Same formation as balance and agility, going across the ice. <br> 1. Set up course with pylons. <br> 2. On signal the players skate through the pylons while controlling the puck. <br> 3. Stay at other side. <br> 4. Repeat coming back. | 8 minutes |
| Game Time Diminishing Pucks (introduce) | 1. Players in an area the size of one zone. <br> 2. Players divided evenly into these zones. <br> 3. Everybody in the zone has a puck except one person who is "it". <br> 4. "lt" must get a puck away from someone else and stickhandle it into a safe area. Mark off with spray paint. <br> 5. The player who has lost the puck attempts to retrieve it before "it" gets to the safe area. <br> 6. Players who lose the puck join "it's" side and attempt to get the puck away from others. <br> 7. Last player retaining a puck is the winner. Alternate for 5-7. <br> 5. Once you lose your puck, you must attempt to get one from someone else. | 6 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$

## 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.
a. Stop skating and let yourself glide into the approach.
b. Head up, knees bent, and feet shoulder width apart.
c. Place the skate on the side you want to turn directly in front of the other (heel to toe).
d. Turn your head and shoulders in the direction you want to go and bring your arms and stick to the same side
3. Skating with the puck:
a. Must be able to carry the puck without looking down.
b. At first, try carrying the puck with quick glances down and then up.
c. Use split vision to see puck on your stick.
d. Keep puck out in front of body.
e. Keep hands in front of body and on your stick.
e. Lean well from the hips down inside the half circle that your skates will trace on the ice.
f. Skates should be close together and center of gravity ahead of skates, in order to do crossovers after the tight turn to accelerate rapidly.
g. 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.
h. As the technique is learned, the players will sit further back on their blades.
i. 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.
4. Weaving with puck:
a. Refer to stationary puckhandling.
b. Refer to skating with puck.
c. Go around pylon carrying puck on the outside.
d. Player keeps his body between the puck and the obstacle.

5. Lateral Groin Stretch:

a. Spread legs as wide as possible (turn toes out).
b. 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


Amateur Hockey Association Illinois, Inc.

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 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. <br> 1. On signal the players skate across the ice doing exaggerated forward crossovers. Repeat four times. <br> 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. <br> 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. <br> 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. <br> 5. Place four pylons across the ice. <br> - Players start from the boards and circle each cone by doing a 360 degree turn. <br> - Return by turning in the opposite direction. <br> - 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. <br> 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. | 20 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Skating with puck (refine) | Station No. 2: (Between blue line and red line.) <br> a. Players are placed against the sideboards, half on each side (No. 1 and No. 2) <br> b. On signal No. 1 group crosses to the other side, stickhandling the puck. <br> c. On second signal No. 2 group crosses ice doing the same. <br> d. Incorporate use of skates also. <br> e. Stickhandle across ice on the same signal - meeting at the center area. |  |
| Tight Turns (review) | Station No. 3: (Between red line and the other blue line.) <br> a. Players placed in two groups on sideboards. <br> b. Place pylon on other side about 12 feet from boards. <br> c. 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. <br> d. Incorporate carrying the puck after first three minutes. |  |
| Weaving with the puck (refine) | Station No. 4: (Other end zone.) <br> a. Players put into two groups on sideboards. <br> b. Set up pylons about six feet apart. <br> c. On signal the players weave through cones with puck, executing a turn around last pylons and returning to line. <br> d. After 2-3 minutes stagger the pylons and repeat. |  |
| Backward One-foot Stop and T-push (review) | 1. Review and demonstrate key points of T-push. <br> a. Players line up on sideboards. <br> b. Perform T-push and glide as far as possible on one skate, repeat until you cross the ice. <br> c. Return using the other skate. | 10 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
|  | 2. Review backward one-foot stop. <br> a. Players line up facing the boards. <br> 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. <br> 3. Combine one-foot stop and T-push. <br> 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. <br> 1. Review and demonstrate key points. <br> 2. Players skate across the ice pushing the puck ahead with the bottom edge of the stick blade. | 5 minutes |
| Forehand Sweep Shot (refine) | 1. Review and demonstrate key points. <br> 2. Players spread out around the boards. <br> 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 | 1. Players skate clockwise performing stretching exercises from Lesson C-1 (Balance and Agility). | 1 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$

## 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:


## 2. Open Ice Carry:


a. Players have control of stick with top hand only.
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 counterclockwise 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).
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:

b. Bring puck beyond the plane of the body.
c. Keep the puck in contact with the stick blade.
d. Weight is on the back foot.
e. In the process of sweeping the puck forward, the weight is transferred onto the front foot.
f. Look down to control puck and then up at the target.
g. Snap and roll the wrists; (pull the top hand, and push the bottom hand).
h. Follow through low for a low shot and high for a high shot.
i. Wrists are cocked until the moment of release and then snapped through.
4. Squat:

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

## TEACHING TOOLS NEEDED

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

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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) <br> Station 1 <br> Station 2 (not pictured) <br> Station 3 | Divide players into three stations - five minutes at each station. <br> Station No. 1: (One end zone) <br> 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. <br> b. Same as (a) but do carrying a puck. <br> Station No. 2: (Between the two blue lines.) <br> 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. <br> 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. <br> Station No. 3: (Other end zone) <br> 1. Players do crossovers around circle No. 1 (2.5 times) and then go to circle No. 2 (two times). <br> 2. Send players at intervals. <br> 3. Do four times. <br> 4. Repeat 1. going backwards. | 15 minutes |
| Open Ice Carry (review) | 1. Use cross-ice format. <br> 2. Arrange players into four groups. <br> 3. All players with a puck. <br> 4. Players start with puck from the side boards and weave through the pylons. <br> 5. Perform an open ice carry from the third pylon to the far boards. <br> 6. Second player starts when first player reaches center. | 8 minutes |



| SKILL | DESCRIPTION | TIME |
| :--- | :--- | :--- | :--- |
| Game Time | Relay formation - four teams going across the ice. <br> Put dots on the ice using spray paint. Place dots $18-20$ <br> feet in front of players. |  |

LESSON SUMMARY
Successes: $\qquad$
$\qquad$
$\qquad$
Areas of Improvement: $\qquad$
 LESSON C-8

## 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.
6. 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.
7. 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

COACH:
TEAM:
DATE:
TIME:


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Free Skate | 1. 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) | Divide players into three stations - five minutes at each station. <br> Station 1: (One end zone) <br> 1. 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. <br> Station 2: (Between blue lines) <br> 1. 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. <br> 2. Cross the ice doing exaggerated forward crossovers. <br> Station 3: (One end zone) Set up course as shown. <br> 1. 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. <br> 2. Repeat. | 15 minutes |



## LESSON PLAN C-9

| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Game Time-Relay | Divide players into four teams. Half the team at each side of the rink. One puck per team. <br> 1. On signal X 1 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. <br> 2. X2 repeats - giving puck to X3. <br> 3. Relay is finished when players return to their original position. | 9 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$


## 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):

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 right skate - step down on right skate and
push off with the left skate. Unweight your skates by going from bent knees to straight 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.

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.

## 3. Forehand Sweep Pass:



It is very important that each player has a stick that is not too long.
a. Player is in the normal puckhandling stance.
b. Bring the puck beyond the plane of the body. Puck is in the middle of the stick blade.
c. Stick blade should be at right angles to the target.
d. Body weight is on the back leg.
e. Head is up looking at the target, making eye contact with receiver. direction of the puck.
f. Puck is pushed towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
g. As the puck is pushed, the weight is transferred from the rear leg to the front leg.
h. Follow through low and towards the target.
i. Be prepared to receive.
4. Receiving pass on forehand:
a. Head up looking at the puck, make eye contact with passer.
b. Present a target with your stick blade on the ice.
c. Keep blade at 90 degrees towards the

d. As the pucks contacts the blade, some give is allowed providing a cushioning effect. Look puck onto stick.
e. Be prepared to pass.
f. 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

## Mite 8 \& Under

## American Development Model



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) <br> Station 1 <br> Station 2 <br> Station 3 | Stations set up as in diagram. Six minutes at each. <br> Station 1: <br> 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. <br> Station 2: <br> 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. <br> 1. Player skates forwards and performs a two-foot stop. <br> 2. Player immediately skates backwards and performs a backward V-stop. <br> 3. Immediately go into a running forward start and repeat steps 1 . and 2. <br> 4. Do sequence three times. <br> 5. Can also include backward one-foot stop and Tpush. <br> Station No. 3: <br> 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. <br> 2. Have players start at sideboards. Take $4-5$ strides to gain backward momentum. <br> 3. Glide on one foot for three feet and then execute the turn. <br> 4. Accelerate out of the turn skating forwards and execute a two-foot stop at far side. <br> 5. Do on the same foot for 5-6 times. <br> 6. Switch to the other foot and do 5-6 times. | 8 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Backhand Sweep Pass and Receive Stationary (refine) | 1. Review and demonstrate key points. <br> 2. Players partner off - approximately 18 feet apart. <br> 3. Practice backhand pass and receive. | 6 minutes |
| One-foot Stop - Front Foot (review) | 1. Review and demonstrate key points. <br> 2. Arrange players in groups along side boards. <br> 3. 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. <br> 4. On the return use the left foot to stop with. <br> 5. Do two lengths with each. | 5 minutes |
| Pivot (Forward to Backwards) (review) | 1. Same formation as one-foot stop. <br> 2. On signal first player from each group skates forwards to the center where player pivots. <br> 3. Skate backwards to far end. <br> 4. Second player leaves when first player is at center. <br> 5. Also have players concentrate on forward and backward striding. | 6 minutes |
| Forehand Sweep Pass and Receive (refine) | 1. Players partner off, approximately 18 feet apart. <br> 2. Practice forehand pass and receive. <br> 3. Move out to 30 feet after half the time. | 3 minutes |
| Game Time (review) | Mini game using a lightweight puck. <br> 1. Use small areas and play across the rink. <br> 2. Use pylons as goals. <br> 3. To score, the puck must hit the pylon. <br> 4. No goalies. | 10 minutes |

## LESSON SUMMARY

Successes: $\qquad$
$\qquad$

Areas of Improvement: $\qquad$
$\qquad$
$\qquad$

## 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.
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:

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

## 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. Players skate freely around ice surface, executing onefoot stops on the front foot. Practice with both left and right foot. | 4 minutes |
| Balance and Agility (review) <br> Station 1 <br> Station 3 (not pictured) <br> Station 4 | Four Stations - five minutes at each station. Change stations on a pre-determined signal. <br> Station 1: (Use one of the end zones.) <br> a. 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. <br> b. Players stand along boards. On signal they follow course around the face-off circles. Second player goes when first player is out six feet. <br> Station 2: (From one blue line to the red line.) <br> a. Starting at sideboards, skate forward. On a given signal pivot and skate backwards to other side. Have players pivot to both left and right. <br> Station 3: (From one blue line to the red line.) <br> Starting from the sideboards take 3-4 strides to gain momentum and then: <br> a. Review toe in. <br> b. Review toe out. <br> Do a. and b. with both left and right foot. Two widths each. <br> c. Take squat position to far side. Three widths. <br> d. 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. <br> Station 4: (Use other end zone.) <br> a. Players are divided evenly into two corners. X , carries the puck through the course and goes to end of X2 - X2 goes through course and to the end of X 1 - can also do without puck. | 20 minutes |


| SKILL | DESCRIPTION | TIME |
| :---: | :---: | :---: |
| Crossover Start (introduce) | Arrange players in groups along side boards. <br> 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. <br> 2. On next signal, repeat going to far boards. <br> 3. Return starting and stopping to opposite side. | 8 minutes |
| Lead pass to moving target (review) | 1. Review and demonstrate key points. <br> 2. Set up a course as diagrammed: <br> - On signal, players X2 and X3 start out skating with sticks on the ice ready to receive a pass. <br> - X 1 and X 4 try to pass them the puck so they receive it about 15 feet out from the start of the line. <br> - 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 X 4 goes to X 3 .) | 8 minutes |
| Lateral Crossovers (refine) | 1. Review and demonstrate key points. <br> 2. Players line up along sideboards, facing one end. (Number players in three's.) <br> 3. On signal " 1 's" do lateral crossovers to far side. <br> 4. Numbers 2 and 3 repeat doing the same. <br> 5. Repeat coming back - still face the same end boards. | 5 minutes |
| Pivot - Backwards to Forward (review) | 1. Same formation as above. <br> 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. <br> 3. No. 2 and No. 3 also repeat. <br> 4. Have players pivot to both the left and the right. | 4 minutes |
| Stationary Passing (refine) | 1. Review and demonstrate key points. <br> 2. Players partner off and stand 18-20 feet apart. <br> a. Practice passing and receiving on the backhand. <br> b. Practice passing on the forehand and receiving on the backhand. <br> c. Practice passing on the backhand and receiving on the forehand. <br> d. In b. and c. when turning from forehand to backhand and backhand to forehand, always turn facing the man. | 11 minutes |

## LESSON SUMMARY

## Successes:

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Areas of Improvement: $\qquad$

## 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.

## 3. Front Start - Use Crossovers:


a. 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.
b. 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).
c. 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.
d. Player is now in a front start position.
e. First 3-4 strides are very short and choppy.
f. As speed builds up the stride is lengthened.
g. Practice move in both directions.
4. Toe In:
a. Take 3-4 strides and start gliding.
b. Lift right foot off ice.
c. Place toe of right foot against toe of left foot and turn right heel outward as far as it will go. (Try for a right angle).
d. Hold this position and glide in a straight line to the other side.
e. Do with both feet.
5. Toe Out:
a. Place right heel against the left toe.
b. Turn toe outward. (Do not bend knee).
c. 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

