

# AMATEUR HOCKEY ASSOCIATION ILLINOIS, Inc.

*"Dedicated to the development of today's youth  
through Athletic and Academic excellence."*



## American Development Model (ADM)

*A Plan for Long-Term Athlete Development*

## THE ILLINOIS MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL

USA Hockey along with AHAI has introduced the American Developmental Model (ADM) over the past year. The Program was implemented after an extensive international study by USAH of educators, child development experts, coaches (*from many different sports*), physiologists and National Sports Federations. The ADM goal is to provide a very defined systematic (*building block*) approach to developing athletes starting from the earliest stages of participation, thus increasing the athlete's skill, enjoyment and proficiency.

The USA Hockey ADM is an all inclusive program starting from the U8, Learn to Play (*LTP*) levels all the way to elite athletes competing at the Professional level. The ADM also addresses improved coaching techniques and Referee development. This program includes on-ice, off-ice, in-season and off-season curriculum for producing a well balanced complete athlete. It defines what is to be emphasized at what age to ensure proper skill development for each age level. The ADM also defines how much and what kind of competition is needed at each level.

In keeping with the USA Hockey ADM, AHAI has put forth two programs for the 2009/ 2010 season to help kick off the implementation of the ADM here in Illinois.

- **U-8 Developmental program**

A 20 week fully designed program including practice plans and a player evaluation process. The U-8 plan includes two levels; the (LTP) Learn to Play Mite level and the Advanced Mite level.

- **Game limits at all age levels.**

Designed to help clubs and coaches acquire a good practice to game ratio and enhance skill development before placing too much emphasis on competition.

While changing the culture of how hockey is taught is a formable task, the end result will be rewarded in additional player participation, a higher skill level of **ALL** our participants and coaches and it will be more **FUN** for all!



*Sanctioned Affiliate of USA Hockey*



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# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

# PROGRAM OVERVIEW



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# FUNDamentals

Ages 6-8 females

Ages 6-9 males



The objective of the FUNDamentals stage is to refine fundamental movement skills and begin to acquire basic sports skills. This is the time when a foundation is laid for future acquisition of more advanced skills.

## General Description of the FUNDamentals stage:

- This is the stage where children learn physical literacy; the interrelationship between movement skills and sport skills.
- The skills that children acquire during this stage will benefit them when they engage in any activity regardless of their level of participation.
- By-passing the acquisition of 'basic and specialized movement' and 'sport skills' during the FUNDamentals stage is detrimental to a person's future participation in physical activity and sport (A, B, C'S = Agility, Balance, Coordination, Speed; gymnastics, swimming, running, gliding; throwing, striking, kicking).
- Basic sport skill development in this stage should be well structured, positive, and done in a FUN and social environment.
- All programs should be structured with proper progression, and monitored regularly by trained certified coaches, volunteers and parents.

## USA Hockey's key focus for this stage:

- Help ensure our participants gain physical literacy
- Develop a passion for hockey in all our children (keep kids & families in the game)
- Encourage participation in a variety of complimentary sports to help our children maximize their ability to reach their genetic potential in hockey
- Develop on-ice balance, coordination, agility and speed
- Introduce basic puck control skills

## Programs:

USAH Hockey member clubs offer 8 & Under, and 6 & Under (Mite) programs as well as a first year participant Learn to Play program.

## Monitoring:

Children have not yet begun their growth spurt. It is helpful to keep track of annual height measurements to provide a baseline for future growth.

## Coach and Instructor Recommendations:

Coaches must all have Level 1 USA hockey Coaching Education Program (CEP) certification, however it is recommended that additional 8 & Under (Mite) Coaching Program instruction be obtained. Coaches need a sound knowledge of child growth and development principles for this age group and have an understanding of physical literacy through LTAD. Competency at teaching basic skills is also a key component for coaches at this stage.

## LTAD Window of Opportunity:

- First window for speed development at ages 6-8 for girls, ages 7-9 for boys (agility, quickness, change of direction).
- Suppleness, flexibility through out the stage
- Movement skills throughout



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## Components of the Hockey FUNdamentals Stage

### Physical Development:

- Practice and master fundamental movement skills before sports specific skills are introduced (running, swimming, gliding, gymnastics)
- Emphasize the overall development of the athlete's physical capacities, fundamental movement skills and the ABC's of athleticism; agility, balance, coordination and speed.
- Bilateral balance must be well developed in this stage though sliding, skating and gliding sports (skating, rollerblading, two-ski water skiing, alpine and cross country skiing)
- Provide opportunities for physical activity daily (formal and informal)
- Teach appropriate and correct running, wheeling, jumping and throwing techniques using the ABC's of athleticism
- Introduce flexibility exercises
- Emphasize motor development to produce athletes who have a better trainability for long-term development
- Ambidextrous sports for developing refined motor skills:
  - *Athletics, gymnastics, swimming for the ABC's (agility, balance, coordination, speed and suppleness)*
  - *Soccer, hockey, basketball, tennis, baseball, lacrosse for developing catching, passing, kicking, striking*
  - *Biking, skiing, dancing for developing speed, balance and coordination*
- Movement in 3 planes of balance (linear, lateral, spatial & aerial)
- Initiation to physical training (warm-up and cool-down)

### Focus:

- Introduce basic flexibility exercises
- Develop speed, power and endurance using activity-based games and small area hockey games - cross ice games
- Encourage participation in a wide range of sports
- Develop linear, lateral and multi-directional speed with the duration of repetitions less than 5 seconds
- Include strength training using the child's own body weight as well as medicine ball and Swiss ball exercises

### Psychological Development:

- Develop reasoning skills through various sports and activities
- Provide opportunities for activities that:
  - Are FUN, positive and motivating
  - Are exploratory and allow for self-discovery
  - Build confidence through a high rate of success
  - Promote individual and group participation
  - **Maintain a 'No Excuses' atmosphere**
  - Introduce participants to simple rules and sport ethics (fair play)
- Ensure that games focus on participation

### Training and Competitive Environment:

- **Training/Competition Ratio:** No formal competition
- **Training Volume:** Hockey two times per week, with session length no longer than 50 minutes in the Learn to Play Program. A third session at the 8 & Under level can be held for an informal competition - cross ice/half-ice games



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- **Training Year:** 4 weeks/month, 5 months/year
- **Team Composition:** Teams should consist of a maximum of 9 to 13 skaters. The goaltender position is rotated among team members.
- **Team Structure:** All players should be evaluated as:
  - Advanced = top 33%
  - Intermediate = middle 33%
  - Beginner & Less Skilled = bottom 33%

Teams shall be divided into three groups of equal abilities for half-ice/cross-ice competition purposes. (Top 1/3; middle 1/3; Beginner & Less Skilled 1/3) Players shall be grouped into teams of like abilities, with the overall focus on evenly distributing the player ability pool across all teams.
- **Competition format:** All competitions are held cross-ice/half-ice with the focus on skill development not outcomes. At 8 & Under, the occasional jamboree can be held as a third ice touch for the week.
- **Overall activity ratios:** 25% hockey, 75% other sports and activities

#### **8 & Under (Mites)**

9 - 13 skaters per team; no full-time goalies

2 - 3 ice touches per week

50-minute ice sessions

20 weeks per season

= 50 - 60 ice touches per year

Minimum of 16 cross-ice/half-ice games and 34 practices

Maximum 20 cross-ice/half-ice games and 40 practices

At this stage it is important to create an environment where participants want to play hockey. They need to enjoy being at the rink and learning basic skills. Play lots of fun, competitive games. Lessons must be varied, interesting and fun so participants want to come back to the rink. End each session with a game, with the goal of having everyone leave the ice with a smile on their face. It is important to build interest in our sport and to provide self confidence and the enjoyment of performing. Keep in mind that early specialization in a late specialization sport such as hockey will not lead to greater performance later in life.

#### **Coaching Considerations:**

- Create a positive, fun and safe environment for the players
- Encourage active participation by all players
- Be clear and precise in communication and use terminology appropriate for the age
- Limit the amount of technical or tactical information to what is appropriate for the age
- Physical demonstration of basic sports skills must be done accurately to provide the proper imagery for players
- Ensure that the ice surface size is in proportion to the age - cross-ice games
- Ensure that the players have the appropriate equipment when on the ice under your supervision
- Have a well structured plan for each ice session
- Provide some opportunities that guarantee success for all participants
- Become knowledgeable with regard to the physical and mental capacities, and LTAD model for the age category group
- Encourage all forms of creativity
- Encourage parents and players to explore a wide range of other sports to assist in their long-term hockey development



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- Include planned coordination exercises within training sessions both on and off ice

### **Equipment:**

Proper sizing and fit of all equipment is essential for player safety and playing effectiveness.

- Skates - must fit properly; used are fine
- Helmet and Mask
- Gloves
- Wooden Stick - cut at the nose when standing on skates
- Shin Pads
- Elbow Pads
- Undergarment layers
- Protective Cup
- Hockey socks or sweat pants
- Garter belt or shorts w/ velcro to hold-up socks
- Hockey Pants
- Shoulder Pads - small & light weight
- Jersey

### **Technical Development:**

#### **Skating**

- Ready position
- Forward stride
- 2 foot glide
- Forward turns
- Controlled stop
- Forward crossover
- Agility, balance and coordination
  - two feet and single foot skating
  - high knee run, multi directional
  - full body coordination; somersaults, roles jumps
  - Upper and lower body separation; skating with shoulder roles or exaggerated hand slides
- Forward start

#### **Puck Control**

- Lateral puck handling
- Forward-to-backward puck handling
- Diagonal puck handling
- Accelerating with the puck

#### **Passing and Receiving**

- Forehand
- Receiving – stick position, use of skates
- Eye contact

#### **Shooting**

- Wrist shot

#### **Body Contact**

- Body positioning in confrontational situations
- Angling skills
- Poke check
- Lift the stick check



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### Tactical Skills:

- Participants should learn how to listen and follow simple instructions
- Participants should engage in deliberate play and should learn basic decision making skills through activity games like tag and small area hockey games
- Competition at the puck – one-on-one battles and loose puck races for body positioning
- Participants should learn basic appropriate behavior within a team setting, such as how to support others and appropriate behavior in a locker room setting

### Ancillary Skills:

- Off-ice training activities that provide several stations of purposeful games or activities
- Participation in other sport activities (gymnastics, public skating, alpine skiing, soccer, lacrosse, swimming)
- Participants, parents and support persons should be well informed about proper equipment for practice (equipment sizing, how to dress for training, water bottle for hydration, skate sharpening). Children should be able to dress themselves by the time they move into the 10 & Under (Squirt) age category.

### Life Style:

- Key Concepts:
  - Fun
  - Safety
  - Social interaction
  - Creating a love of all sporting activities
  - Positive introduction to hockey
- Participate in hockey 2 to 3 times per week as long as there is **participation in other sports 4 to 6 times per week** to help insure future excellence.
- Because girls tend to be less active than boys, ensure that activities are gender neutral and inclusive so that active living is equally valued and promoted for all.
- Ensure that activities revolve around the school year and are enhanced by multi-sports though the spring, summer and winter holidays
- Healthy eating habits should be promoted
- Adequate sleep (American Academy of Pediatrics recommends 10 hours/night)



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**MITE 8 & UNDER**

**AMERICAN DEVELOPMENT MODEL**

**PHILOSOPHY &  
INSTRUCTIONS**



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# Mites and U8 Development Program

## Philosophy:

- FUN- hockey should be made as fun for the player as possible.
- The kids should love to come to the rink whether it is for practice or for a game.
- Skating skills will be the emphasis with puck skills secondary.
- Kids should be kept active as much as possible by dividing into small groups and running separate drills.
- Practice ice should be run like a clinic environment. Players will be split up into groups and will work in stations with similar skill players.
- Games (toilet tag, cops and robbers, pompom pull away, ect.) should be used as much as possible.
  - Reinforcement of previous lesson and repetition are key points to acquiring the basic skills needed to advance the player.
  - Equal or balanced ice time for game situations.

## Level 1

Coaches are expected to utilize the following instruction manuals for teaching skills.

- Program Overview and Lesson Manual A of the USA Hockey CEP Level 1 Skill Development Program
- Practice Plan Manual for Mites and U8 of USA Hockey
- USA Hockey Small Area Games manual and DVD. (Provided to all Level 1 coaches at level 1 CEP Clinics)
- USA Hockey Skills and Drills DVD

**Coaches are expected to utilize the following practice plans & drills for teaching skills.**

**There are two (2) levels for the U8 program. Learn To Play (LTP) and Advanced Mite. The LTP program is intended for 1<sup>st</sup> year and new to hockey players. The Advanced Mite program is intended for the players who have progressed through the LTP program.**

- Each week has two (2) complete practice plans for each level, LTP and Advanced Mite. Coaches are expected to utilize at least 30 minutes of each practice from the provided practice plan drills. Each week has a total of 120 minutes of education. Of the 120 minutes of education, coaches are encouraged to select any of the provided drills as long as they teach the specific objectives of the week.
  - Teams with one (1) practice a week should increase skill development time from 30 minutes per practice to 45 minutes per practice. These teams should combine any of the provided education from the two (2) provided practice plans into a one (1) 45 minute's skill session.
  - Teams with two (2) practices a week should utilize education from the two (2) provided practice plans in progression, into the mandated 30 minutes per practice.
  - Teams with more than two (2) practices a week are encouraged to repeat the education as repetition is key to improving and mastering the necessary skills.



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Mites completing Level 1 are expected to understand and have mastered the following skills.

#### Skating Skills

- Basic stance- proper posture of knees bent, back straight, head up, stick on ice.
- Getting back to your feet after a fall
- 2 foot glide
- 1 foot glide
- T-push
- Glide turns
- Hockey hops
- Stopping, V-stop, hockey stop 1 foot, 2 feet.
- Backward C-cut

#### Puck Control Skills

- Proper grip of stick
- Skating with the puck
- Passing
- Receiving
- Shooting-forehand shot

#### Team Skills

- Lean to function and be part of a team by doing drills together and interacting both on and off the ice.
- Position-NONE

#### Game Format

- All games will be 1/3 ice and use 1/3 size nets
- 3 on 3 or 4 on 4 depending on number of players
- No set face-offs, puck will be thrown in by coach
- Shifts will be 1:00 to 1:30 minutes in length
- All players will get equal time
- No positions will be set, emphasis will be on individual skills
- No score will be kept



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# ICE ZONE MODEL



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## AMERICAN DEVELOPMENT MODEL: 8 & UNDER – Mites

"The goal for Mites is to leave the rink with a smile on their face every session"

### Ice Utilization for Mites

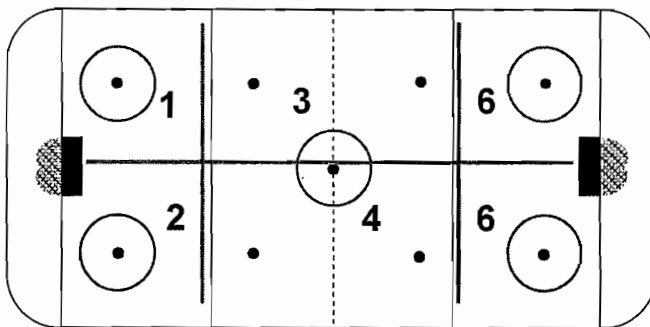
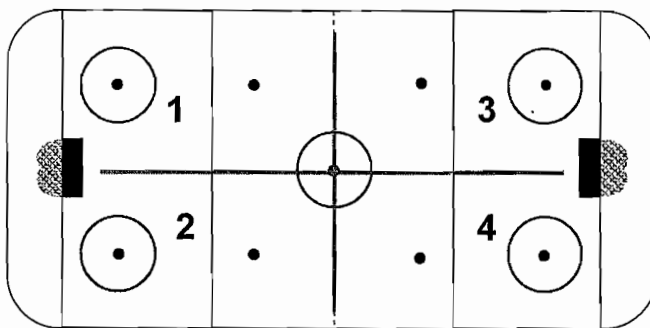
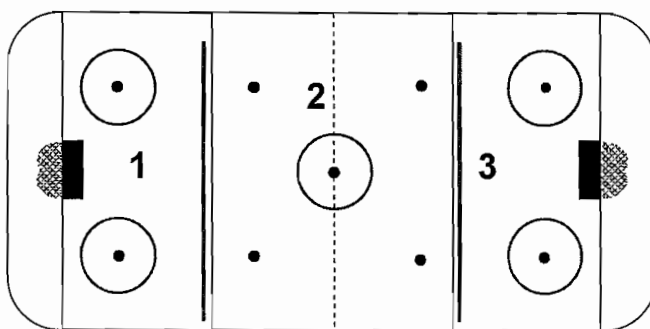
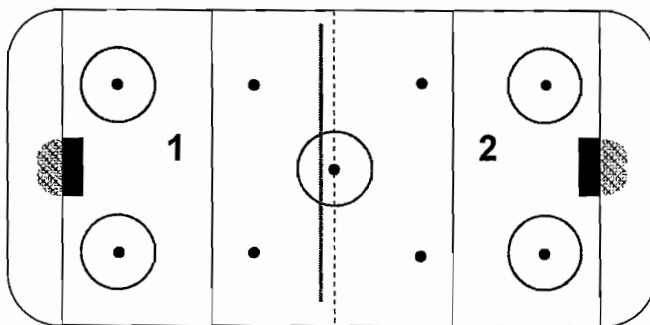
Depending upon the size of the group and the skills or tactics that the practice is designed to cover, the ice surface can be broken up into different zones or stations. Coaches can use cones or the cross-ice dividers to break up the ice in the most accommodating fashion.

For mites the focus is on individual skills and fun games/activities that work those basic skills.

This can be cross-ice or half-ice mini hockey games or activity games that work on the A, B, C's, agility, balance, coordination and speed that is so important for this age group.

By sharing ice between multiple teams, ice costs are reduced and the best coaches in the age group now play a role in developing more kids than the ones on their own team. This provides the opportunity for less experienced coaches to be around the better ones in their own association and learn.

Each group or station should have at least one coach to monitor and instruct within that zone. A lead coach then can monitor time, and the logistics within the overall practice.



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### **Ice Time Utilization and Training Principles for ADM:**

When clubs are looking at how they accommodate the ice requirements within the ADM they may need to change how they look at ice time utilization for their teams.

We want clubs and teams to change their mindset on how they operate. It should not always be 'my team has practice today' but 'my club has training today'. Combined practice sessions reduce ice cost for on-ice training time and provide an opportunity for coaches to interact and learn from each other.

As the players get older, these combined training sessions can be run with teams or for position specific training with forwards, defensemen and goaltenders.

At the younger age levels, where the space requirements for players is reduced, 50+ players (mites) can easily be accommodated. (Up to 60 mites with the right organization)

### **On-Ice Practice Sessions:**

Ice sessions are comprised with multiple teams (Mites: 4 to 5 teams of 9 to 13 players). This places approximately 45 to 50+ players on the ice at a time to better utilize the ice and reduce costs. Players can be grouped by abilities, divided into stations for practice. This allows for players with a variety of skill sets to practice at the same ice sessions. Sample practices plans will be provided by USAH. Coaches can pick and choose from a menu of items to address the ability levels of the different groups on the ice. The number of stations for a practice can be varied to accommodate the number of players that attend the session. Eight to ten players make for the optimal group size as it provides a quality work/rest ratio keeping the players active.

The ice surface can be broken up into two to six zones / stations to accommodate the number of players, and the specific skills or tactics that the practice is designed to cover.

The quality of coaching within the association can be leveraged by utilizing multiple teams at the practice sessions. This allows association's best coaches to have contact and greater effect than on just their own individual team.

### **End with a Game:**

A good rule to follow is to always end the training session with a game. This can be cross-ice or half-ice hockey or any other type of game that ends the session on a positive, energetic note. The goal at this age is for every kid to leave the ice with a smile on their face, and excited to come back to the next session.

### **Off-Ice Training Sessions:**

Once per week either before or after a player's on-ice session, the team should have a 30 to 40 minute off-ice session. These sessions will focus on the A,B,C's, agility, balance, coordination and speed. Sample, plans will be provide by USAH.

### **Philosophy on Jamborees:**

Four team cross-ice or half-ice mini-game or jamborees can be utilized to provide a third ice session for the week. These can be done in-house or with neighboring communities later in the season to add interest for the parents.

During a one hour ice slot each team can play up to three mini-games rotating opponents. Shift can be run through the time keeper to buzzer the changes. Play can be 3v3 or 4v4. Use mini nets without goalies to allow for all players to develop skating skills. Full size nets can also be utilized to allow for more goal scoring and positive feedback especially for the youngest mites.



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# PRACTICE PLANS




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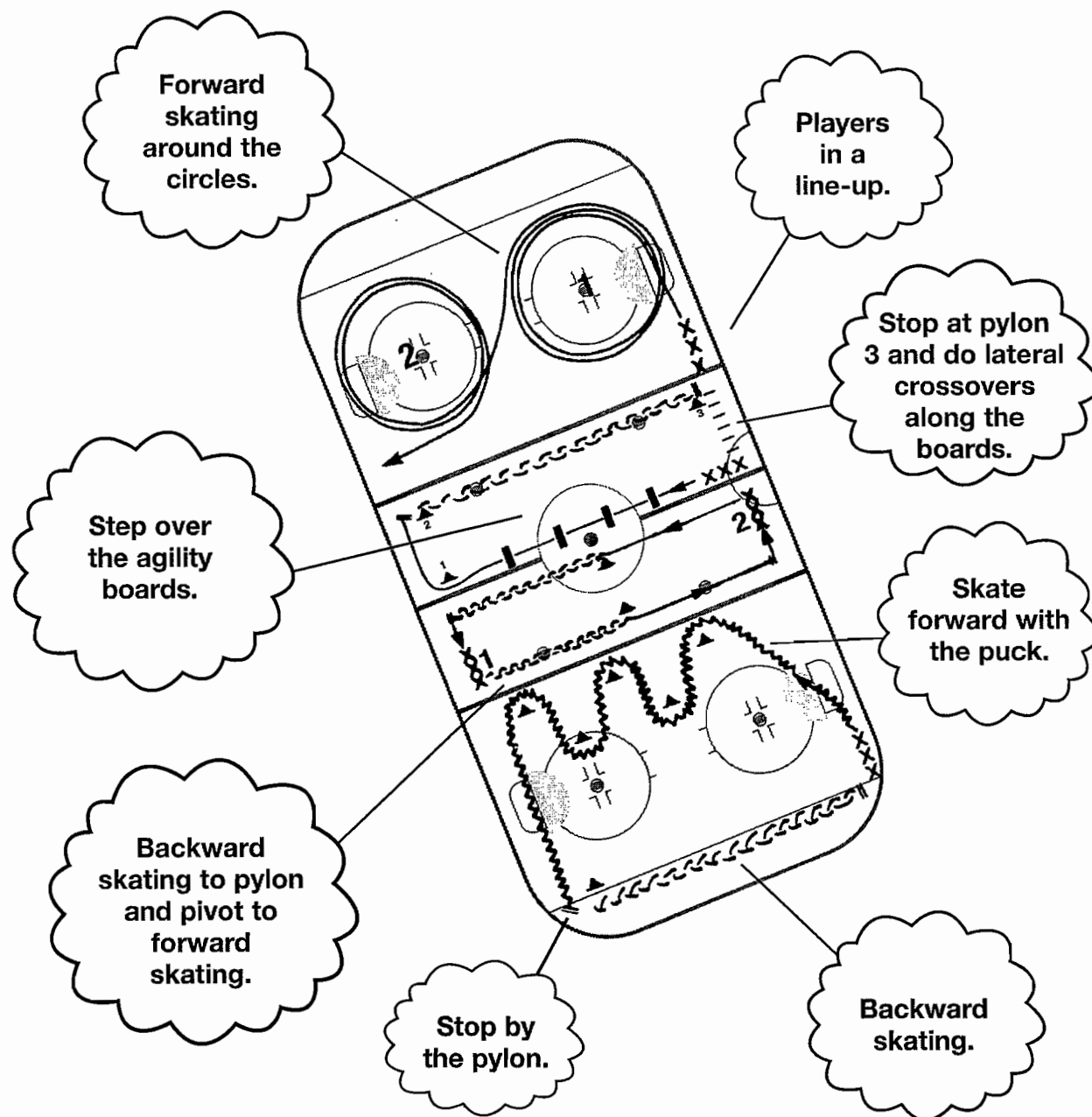
## Ice Diagram Legend

The following symbols are used in the Skill Development Program Lesson Manuals.





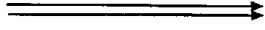






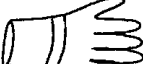






Chair **h**  
 Pylon **▲**  
 Hockey Stick   
 Player **X**  
 Coach **©**  
 Paint Spot **\***

Puck **●**  
 Stop   
 Forward Skate   
 Backward Skate   
 Puck Carrying   
 Lateral Movement 

Passing   
 Shooting   
 Agility Board   
 Jump Over   
 Step Over   
 Group of Players **(A), (1)**



# LEGEND

© or <b>COACH</b>	Coach		Forward Skate
X or <b>(X)</b>	Player		Forward Skate With Puck
<b>(D)</b>	Defense		Passing
O	Offense		Forward Stroke
F	Forward		Gliding, Two Feet
W or <b>(W)</b>	Wing		Backward Skate
<b>(LW)</b>	Left Wing		Backward Skate With Puck
<b>(RW)</b>	Right Wing		Edge Control
BC	Backcheck		Deking
	Goal		Log Rolls On Ice
	Glove		Jumping
	Stick		Shooting
	Cone		Stop
	Puck		



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# MITE 8 & UNDER

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### WEEK 1



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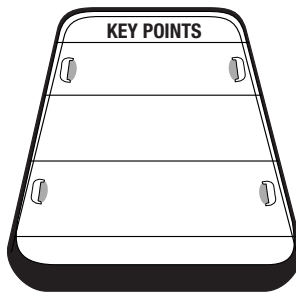








# LESSON PLAN A-1



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



TEACHING TOOLS	
1.	
2.	
3.	
4.	

SKILL	DESCRIPTION	TIME
<b>Free Skate and Warm-up</b>	<ol style="list-style-type: none"> <li>1. Clockwise and counterclockwise directions.</li> <li>2. Varied speeds.</li> </ol> <p>Warm-up: Perform agility drills (p. A-2)</p> <ol style="list-style-type: none"> <li>a. Knees high</li> <li>b. Touch toes</li> <li>c. Sit low</li> <li>d. Reach high</li> </ol>	10 minutes 
<b>Basic Stance (introduce)</b>  p. A-4	<ol style="list-style-type: none"> <li>1. Coach to demonstrate and go over key points.</li> <li>2. Have players go into basic stance.</li> <li>3. Check for balance:                         <ol style="list-style-type: none"> <li>a. Have players stand on left skate only.</li> <li>b. Have players stand on right foot only.</li> <li>c. Have players jump up 2-4 inches off ice. Keep knees bent when landing.</li> <li>d. Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is.</li> </ol> </li> </ol> <p>NOTE: Repeat each several times.</p>	10 minutes 
<b>Agility (introduce)</b>  p. A-4	<ol style="list-style-type: none"> <li>1. Coach to demonstrate the proper technique of getting up.</li> <li>2. Have players fall to knees and get up into basic stance.</li> <li>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.</li> </ol>	5 minutes 
<b>Balance (introduce)</b>  p. A-2	<ol style="list-style-type: none"> <li>1. Walk across ice. Lift knees to touch stick held waist-high. Repeat several times.</li> </ol>	5 minutes 
<b>Fun Time</b>  p. A-3	<ol style="list-style-type: none"> <li>1. Give every player a tennis ball.</li> <li>2. Individual players bounce the ball and catch it.</li> <li>3. Partners (10-12 feet apart) roll ball to your partner. Player bends over, picks it up and returns to basic stance.</li> <li>4. Partners kick ball with side of skate (inside of blade) to partner.</li> </ol>	10 minutes 







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# LESSON PLAN A-1

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## AGILITY AND BALANCE DRILLS

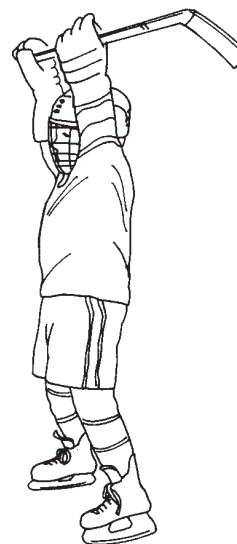
### Step 1 — Agility Drills



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

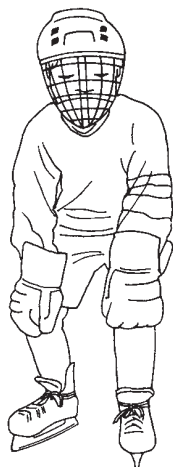


- Get into a sitting position.
- Raise the arms above the head.

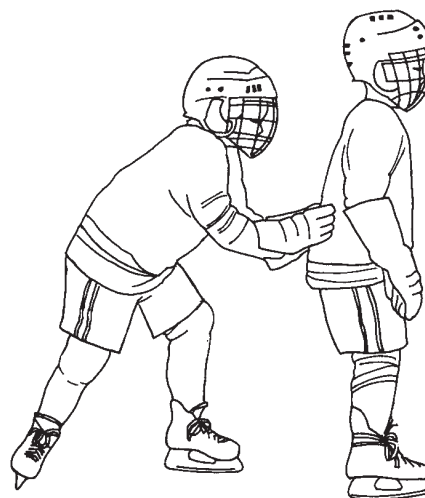


### Step 2 — Stance

Working with a partner.



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

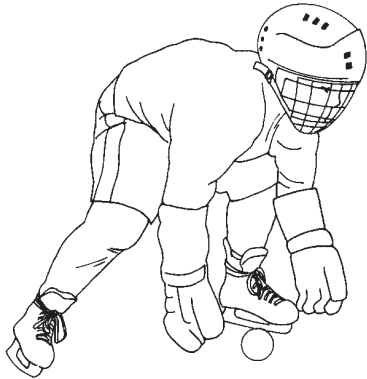


Push a partner across the ice.  
Place hands on the waist of your partner.

# LESSON A-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.



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

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

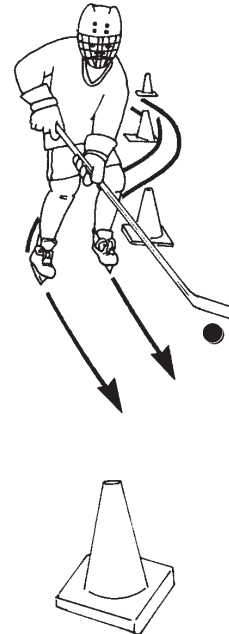
## Step 4 — Stepping over an object



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

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

## Step 5 — Turns — Changing direction



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

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



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## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Balance

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

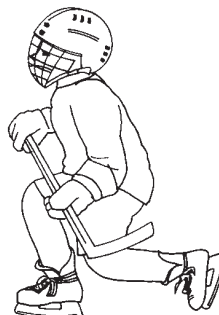
### 2. Getting up from ice.



- a. Always come to the knees.

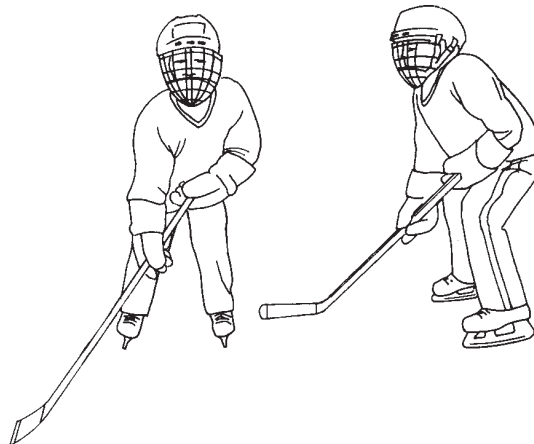


- b. Don't place hands on the ice. Keep both hands on the stick.



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

### 3. Proper Stance.



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

## TEACHING TOOLS NEEDED

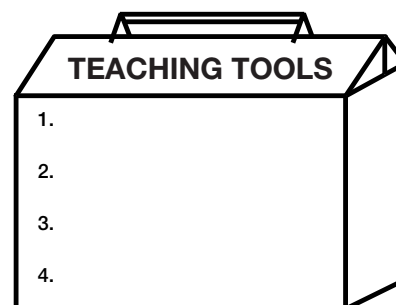
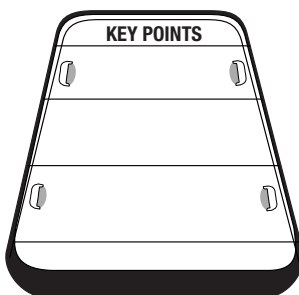
1. Tennis balls
2. Cross-ice rink boards

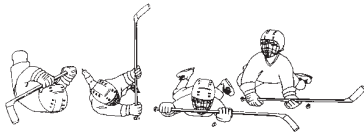





# LESSON PLAN A-2



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



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








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# LESSON PLAN A-2

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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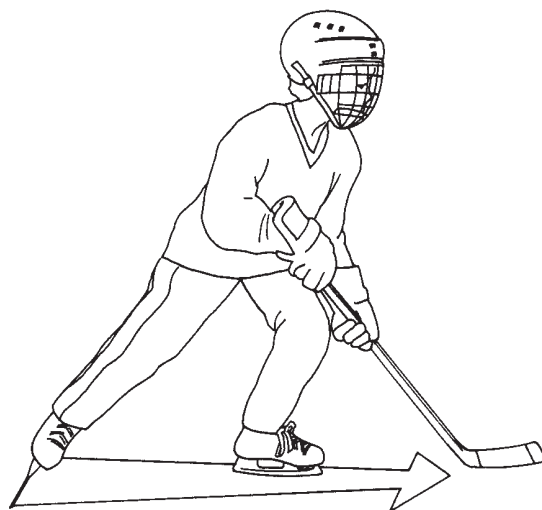
## SPECIFIC OBJECTIVES

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 too far forward.
  6. Head is looking down at the ice.
  7. Not having two hands on the stick.
  8. Stick not close to ice.

## 4. Gliding on one skate.



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

## TEACHING TOOLS NEEDED

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



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### WEEK 2



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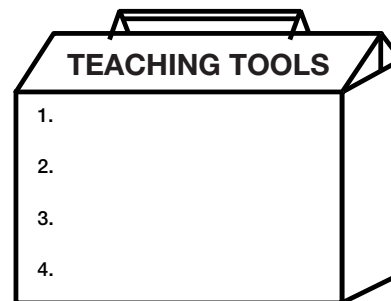
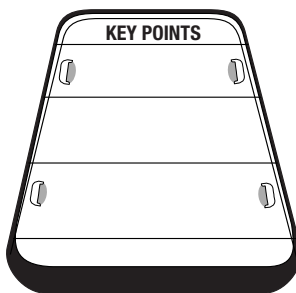
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# LESSON PLAN A-3



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	1. Counter clockwise direction.	2 minutes 
Warm-up to involve balance and agility drills (introduce and review) 	1. Walk across ice, using a high knee lift. 2. Walk across ice using the rear part of blade. 3. Glide across ice on one skate extending the rear leg back. 4. Skate across ice, fall to knees, and get up while moving. 5. Obstacle course. Use pylons, chairs, sticks or gloves as obstacles. a. Coach shows the course to be followed. On signal the players follow the course in single file. b. Arrange so players make a series of zig-zag turns.	10 minutes 
Gliding - two feet (review)	1. Taking a few strides to gain momentum the player will then glide across the ice on two skates with: a. The feet together. b. The feet shoulder width apart. c. The feet as wide apart as possible. d. The feet shoulder width apart and in a sitting position. e. Repeat each 3-4 times.	5 minutes 
T-push (review)  p. A-7	1. Review key points (Lesson A-2). 2. Standing along the side boards put the skates in T-push position. 3. On a signal, see how far the players can go with one push. Give them three attempts. 4. Switch to other leg.	4 minutes 
Scooting (introduce)  p. A-11	1. Review and demonstrate key points. 2. Start in the same manner as the previous T-push drill. 3. Player pushes continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery. 4. Repeat push-recovery cycle as fast as possible. 5. Come back scooting with the other leg. 6. Repeat four to five times with each leg.	7 minutes 



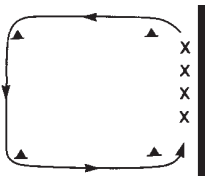






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# LESSON PLAN A-3

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



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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.



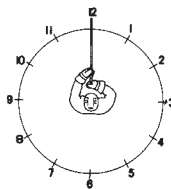
# LESSON A-3

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



## TEACHING TOOLS NEEDED

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

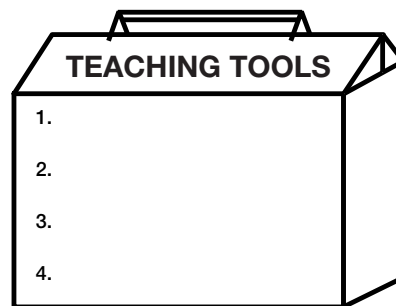
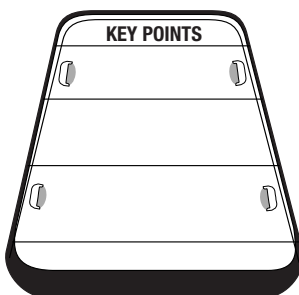



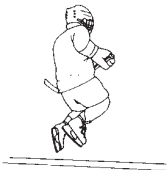





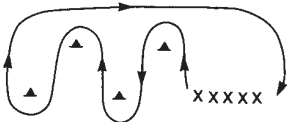

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COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



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

# LESSON PLAN A-4



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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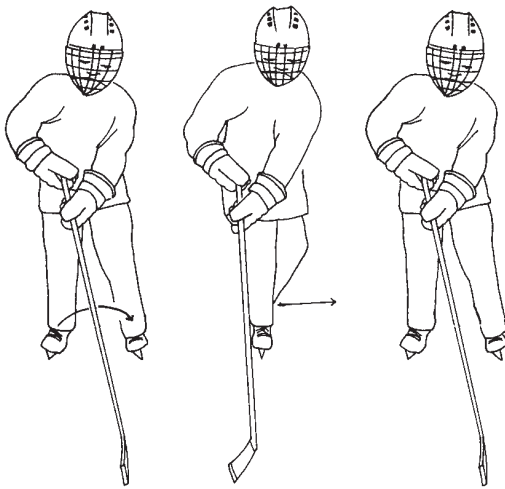


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Moving Sideways.

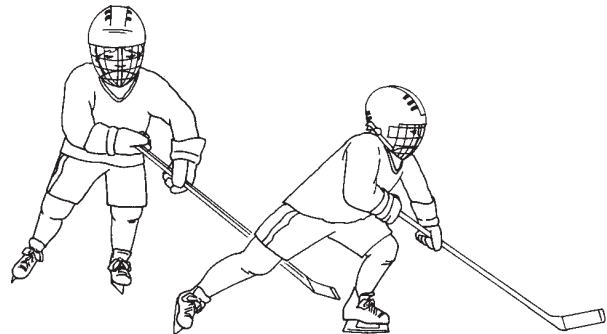


- a. Players start from basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn body in the direction the player is going.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front of you.
- e. Walk slowly at first. As the players pick up the drill, speed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

### 2. Striding in forward skating.

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

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



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

## TEACHING TOOLS NEEDED

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

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### WEEK 3



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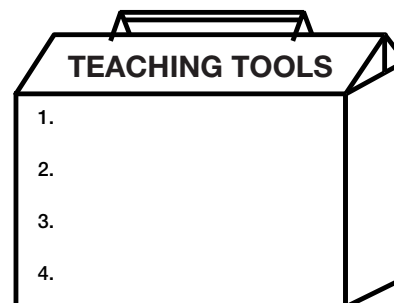
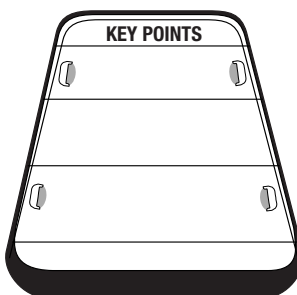
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# LESSON PLAN A-5



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



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



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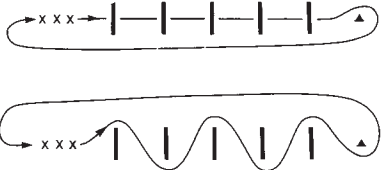



MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL







# LESSON PLAN A-5

SKILL	DESCRIPTION	TIME
<b>Backward Gliding (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Players line up facing the boards.</li> <li>2. On a signal, they push themselves away from the boards and glide backwards.</li> <li>3. Repeat four or five times.</li> </ol>	5 minutes 
<b>Fun Time</b> 	<ol style="list-style-type: none"> <li>1. Relay:               <ol style="list-style-type: none"> <li>a. Arrange agility boards and pylons.                   <ol style="list-style-type: none"> <li>1. Players step over the boards, skate toward and around the pylon, and back, to touch the waiting skater.</li> </ol> </li> <li>b. Same formation.                   <ol style="list-style-type: none"> <li>1. Player skates around the boards, skates toward and around the cone, and back to touch the waiting skater.</li> </ol> </li> </ol> </li> </ol>	10 minutes 
<b>Balance and Agility (review)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	5 minutes 
<b>Game Time (introduce)</b> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;">             ▲ 1 ▲              _____              ▲ 2 ▲              _____              ▲ 3 ▲           </div> </div>	<ol style="list-style-type: none"> <li>1. Mini game, no more than 3 vs. 3 using a tennis ball or light weight puck.               <ol style="list-style-type: none"> <li>a. Play cross-ice, in small areas.</li> <li>b. Use pylons as goals.</li> <li>c. To score, tennis ball must hit pylon.</li> <li>d. No goalies.</li> </ol> </li> </ol>	10 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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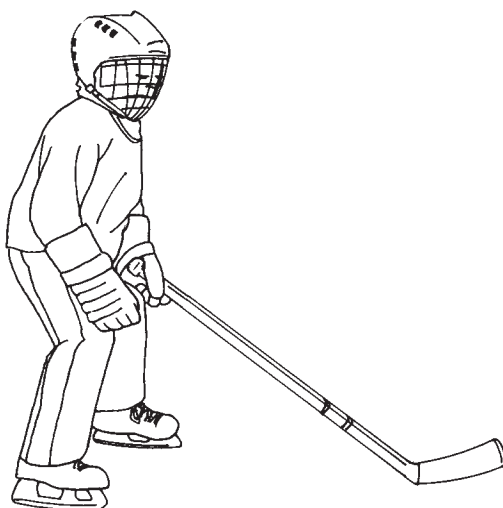


## *SPECIFIC OBJECTIVES*

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

## KEY INSTRUCTIONAL POINTS

### 1. Backward Stance.



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

## TEACHING TOOLS NEEDED

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

# LESSON PLAN A-6

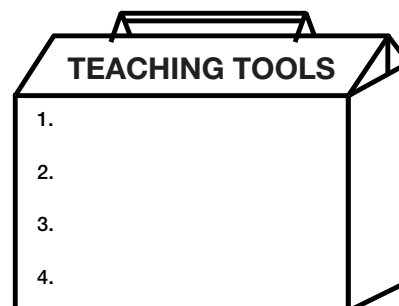
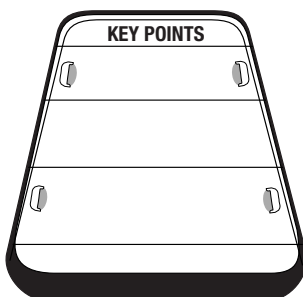


**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_










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



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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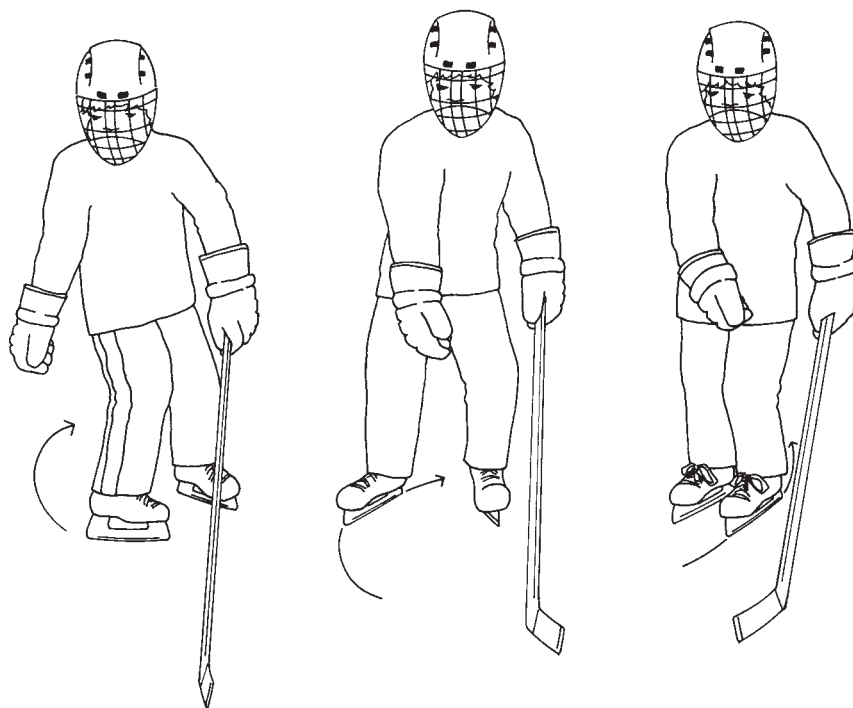
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## SPECIFIC OBJECTIVES

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.

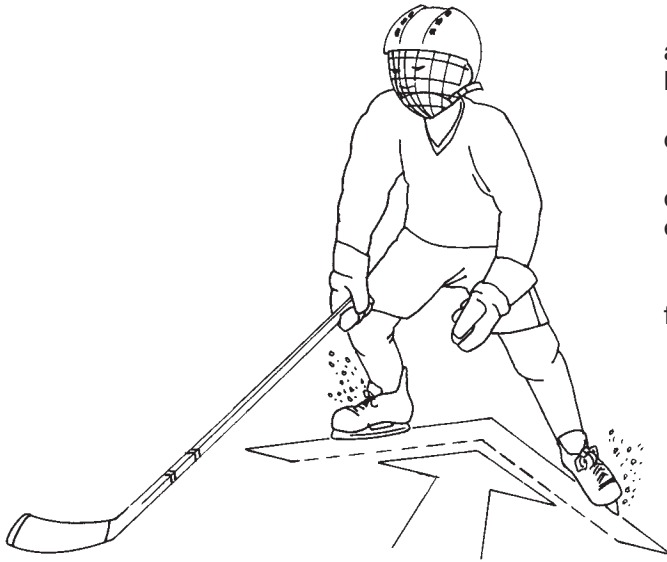
## KEY INSTRUCTIONAL POINTS

### 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.



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

## TEACHING TOOLS NEEDED

- Tennis balls
- Cross-ice rink boards



# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 4



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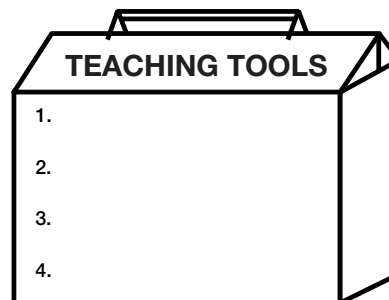
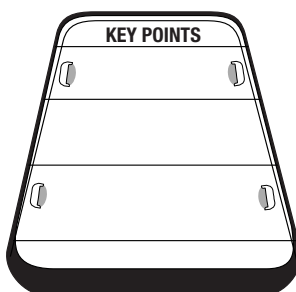
# LESSON PLAN A-7

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



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



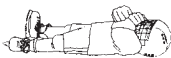

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# LESSON PLAN A-7



SKILL	DESCRIPTION	TIME
<b>Backward Striding (Introduce)</b>	<ol style="list-style-type: none"> <li>1. Players start along sideboards.</li> <li>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.</li> <li>3. Repeat several times.</li> </ol>	5 minutes 
<b>Fun Time (introduce)</b> <b>Abdominal and leg strength</b>  <b>Use of skate blades</b>   <b>Getting up from the ice</b> 	<ol style="list-style-type: none"> <li>1. Change positions as fast as possible.                             <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> </li> </ol>	8 minutes 
<b>T-push (review)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	5 minutes 
<b>Game (introduce)</b>	<ol style="list-style-type: none"> <li>1. Jump the Rope.                             <ol style="list-style-type: none"> <li>a. Coach has a rope 15-18 feet in length.</li> <li>b. Coach is in the center of the circle, and begins passing the rope along the ice and under the jumping players.</li> <li>c. Any player who touches the rope is out.</li> </ol> </li> </ol>	8 minutes 
<b>Skate</b>	<ol style="list-style-type: none"> <li>1. Game of tag. When tagged by the coach you must leave the ice surface.</li> </ol>	2 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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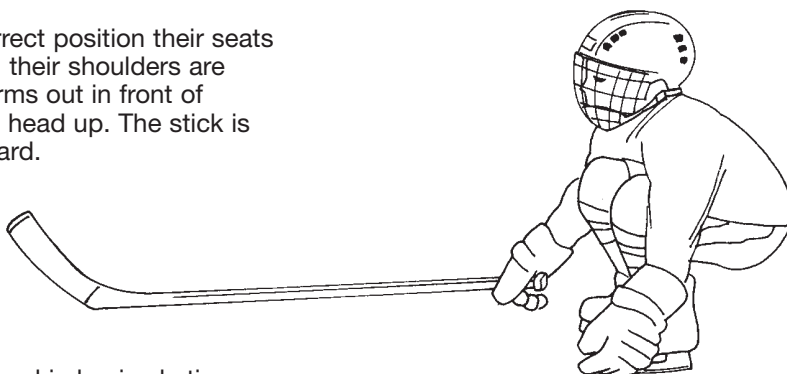
## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Squat

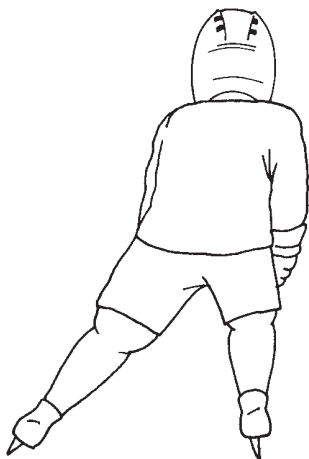
- a. If they are in the correct position their seats are down on their heels, their shoulders are over their knees, their arms out in front of them. Back straight and head up. The stick is on the ice pointing forward.



### 2. Stationary Jumping.

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

### 3. Backward Skating.



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

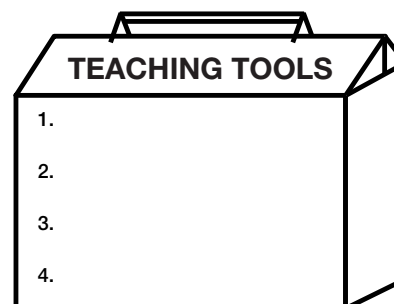
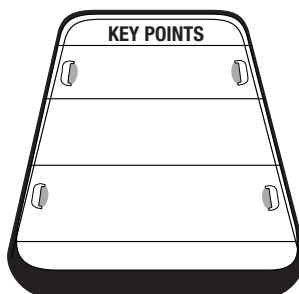
## TEACHING TOOLS NEEDED

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

# LESSON PLAN A-8



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. Give each player a tennis ball. Skate anywhere on ice and control the tennis ball with their stick and skates.</li> </ol>	5 minutes 
<b>Balance and Agility (review)</b> 	<ol style="list-style-type: none"> <li>1. Step over agility boards and dive under the stick set up on two pylons. Also try running over agility boards.</li> <li>2. Step (run) through agility boards and jump over a stick set up on two pylons. NOTE: Remember to take off and land with knees slightly bent.</li> </ol>	5 minutes 
<b>Backward Skating, Backward Stopping, Forward Skating, Forward Stopping (review)</b> 	<ol style="list-style-type: none"> <li>1. Set up course that requires the given skills in your area of the ice.</li> </ol>	5 minutes 
<b>Stationary Puckhandling and Stance (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Demonstrate and stress key points.</li> <li>2. Have players take basic stance and make corrections.</li> <li>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.</li> <li>4. Demonstrate and stress key points on puckhandling.</li> <li>5. Have players now move the puck from side to side in a stationary position.</li> <li>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.</li> </ol>	15 minutes 



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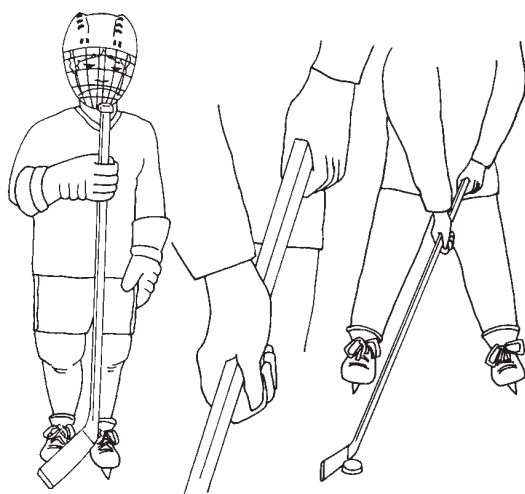


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

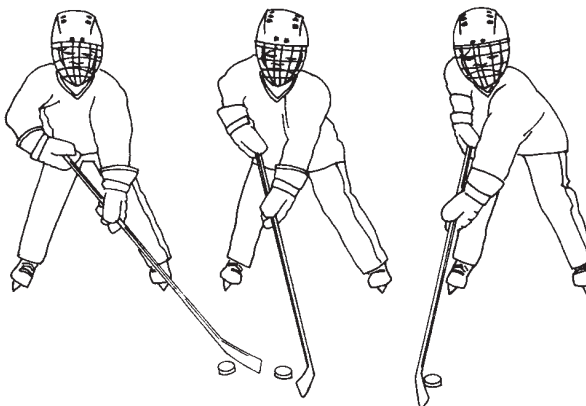
### 1. Puckhandling Stance.



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

### 2. Stationary Puckhandling.

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



## TEACHING TOOLS NEEDED

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

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 5



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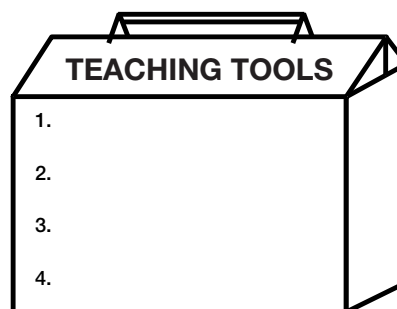
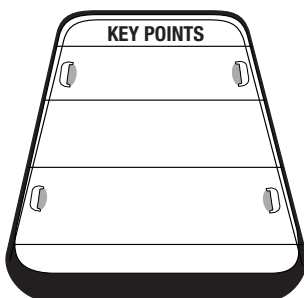
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# LESSON PLAN A-9

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



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



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# LESSON PLAN A-9



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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# LESSON PLAN A-9

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

## LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

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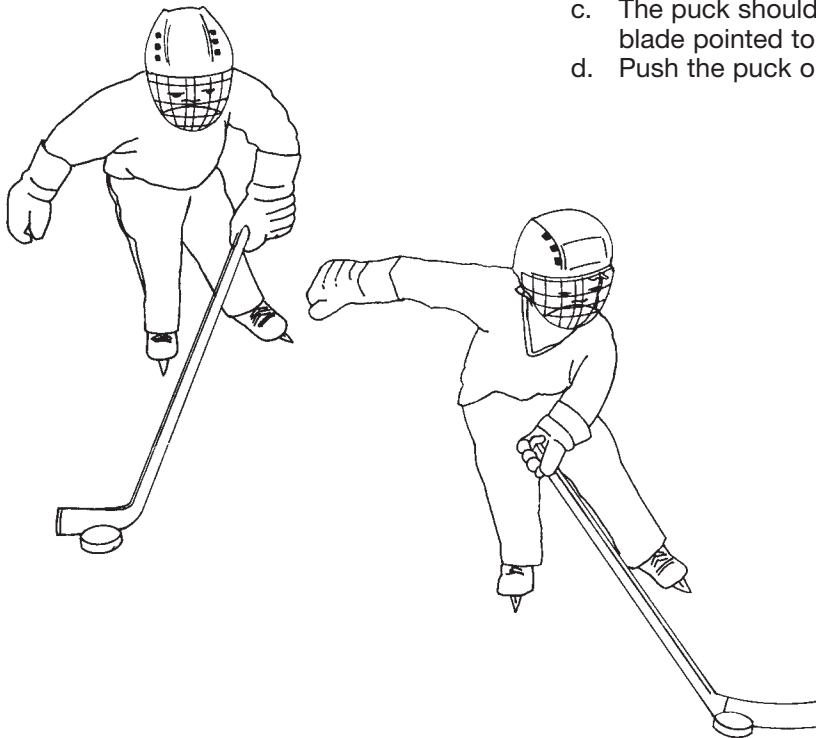
## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Open-ice Carry.

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



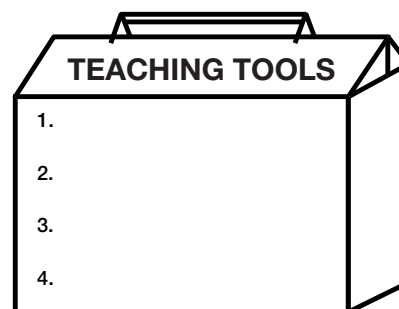
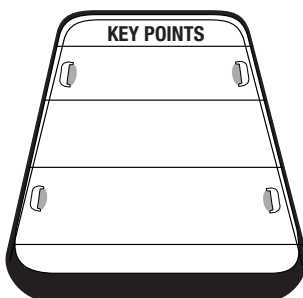
## TEACHING TOOLS NEEDED

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

# LESSON PLAN A-10



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



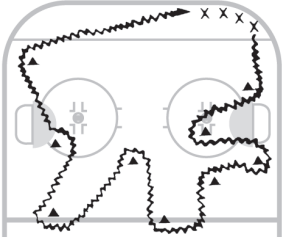


SKILL	DESCRIPTION	TIME
Free Skate	1. Every player with a puck. Skate clockwise controlling puck.	3 minutes 
Warm-up (review)	1. Players on boards, pylons approximately 30 feet from boards. a. Players use T-push to start. b. Scoot out around pylon and return. Do again using other foot. 2. Moving sideways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



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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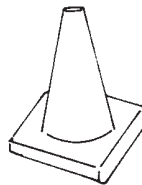


## SPECIFIC OBJECTIVES

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

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 6



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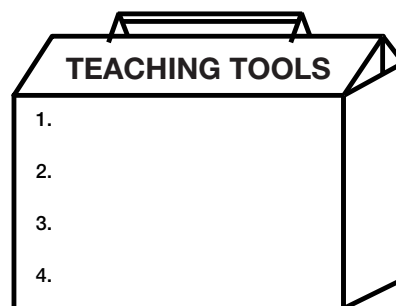
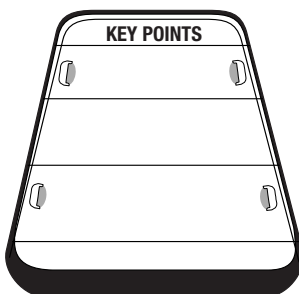
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# LESSON PLAN A-11

**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Warm-up</b>	<ol style="list-style-type: none"> <li>1. Players skate counter-clockwise around the ice and perform these six warm-up exercises. <ol style="list-style-type: none"> <li>a. Touch toes.</li> <li>b. Pull knee to chest.</li> <li>c. Squat low.</li> <li>d. Touch one knee to ice.</li> <li>e. Skates stay on ice at all times. Spread legs wide to the side and then bring them together.</li> <li>f. Run on skates</li> </ol> </li> </ol>	4 minutes 
<b>Agility and Balance (review)</b> 	<ol style="list-style-type: none"> <li>1. Players line up on boards. Take 3-4 strides and continue across the ice by: <ol style="list-style-type: none"> <li>a. Gliding on two skates.</li> <li>b. Gliding on one skate. Do with both left and right skate.</li> <li>c. Glide on two skates and turn around a pylon. Return to other side. Turn in both directions.</li> </ol> </li> <li>2. Use T-push to start and scoot across ice.</li> <li>3. Use agility boards and a pylon. <ol style="list-style-type: none"> <li>a. Have players jump over boards with two feet and go around cone.</li> <li>b. Have players weave through the boards.</li> </ol> </li> </ol>	15 minutes 
<b>Backward and Forward Skating Skills (review)</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>2. Use the same set up but only skate forward.</li> </ol>	10 minutes 



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# LESSON PLAN A-11



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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# LESSON A-11



## 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



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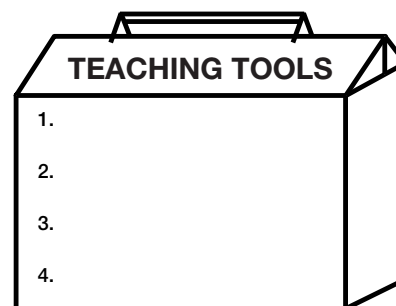
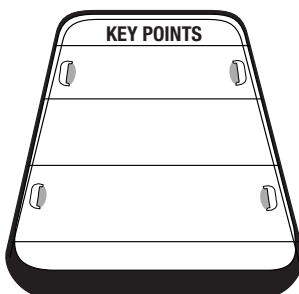
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# LESSON PLAN A-12



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Warm-up</b>	<ol style="list-style-type: none"> <li>1. Give each player a puck as they step onto the ice. Players practice puck control.</li> </ol>	5 minutes 
<b>Agility and Balance (review)</b> 	<ol style="list-style-type: none"> <li>1. Starting from side boards, the player crosses the rink walking on toes, walking on heels and running.</li> <li>2. Players face coach and follow stick. Make players move sideways left and right, skate forward, skate backward, drop to knees and get up.</li> <li>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.</li> <li>4. Starting from side boards, the players cross the rink pushing a puck with their hands.</li> <li>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.</li> </ol>	15 minutes 
<b>Puckhandling (review)</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	10 minutes 
<b>Forehand pass and receive (introduce)</b>	<ol style="list-style-type: none"> <li>1. Demonstrate key points for forehand pass.</li> <li>2. Have players in basic puckhandling stance without pucks. Practice the technique — draw back, pull through, transfer weight, follow through.</li> <li>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.</li> <li>4. Review and demonstrate receiving a pass on the forehand.</li> <li>5. Partner the players off approximately 15-18 feet apart. Practice passing and receiving.</li> </ol>	15 minutes 





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# LESSON PLAN A-12

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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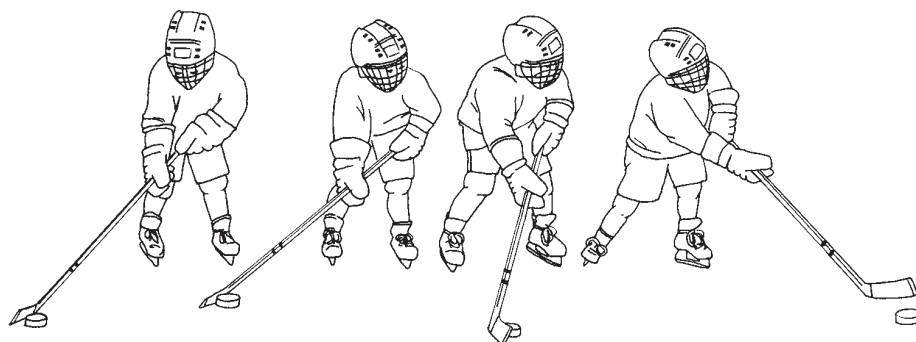
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## SPECIFIC OBJECTIVES

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

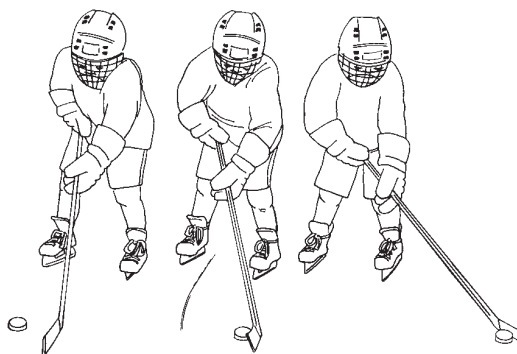
## KEY INSTRUCTIONAL POINTS



### 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

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

### 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.
- d. As the puck contacts the blade, some give is allowed providing a cushioning effect.
- e. Be prepared to pass.

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 7



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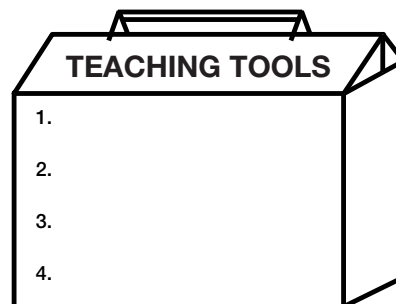
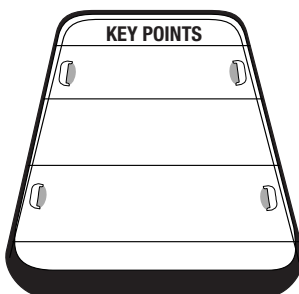
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# LESSON PLAN A-13

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



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




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# LESSON PLAN A-13



SKILL	DESCRIPTION	TIME
Game (review)	1. Mini game — cross-ice.	5 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

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\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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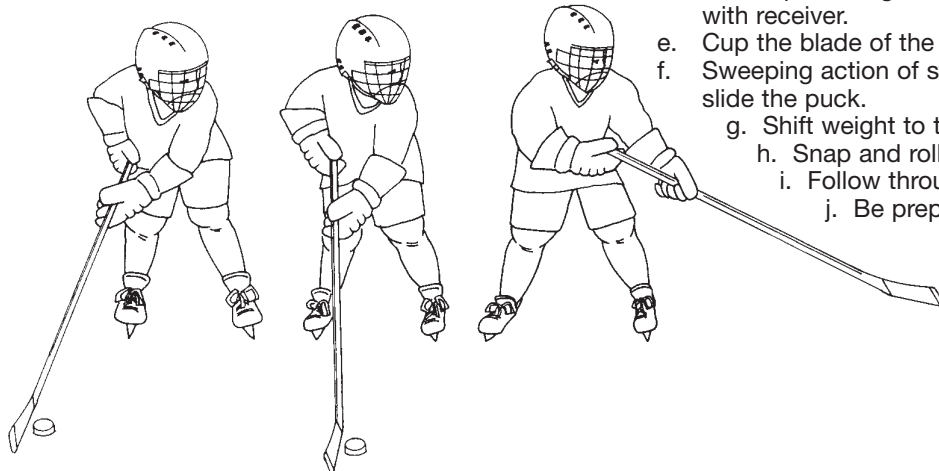


## SPECIFIC OBJECTIVES

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

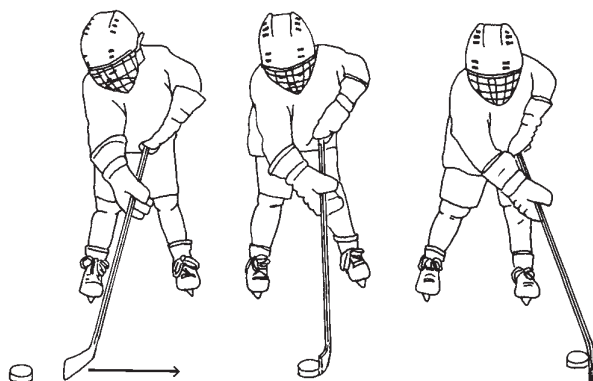
## KEY INSTRUCTIONAL POINTS

### 1. Backhand Sweep Pass.



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

### 2. Receiving Pass Backhand.



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

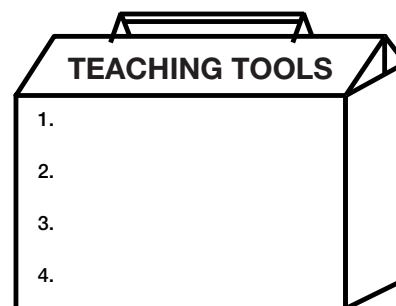
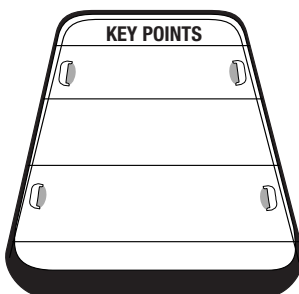
## TEACHING TOOLS NEEDED

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

# LESSON PLAN A-14



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Warm-up	<ol style="list-style-type: none"> <li>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.</li> </ol>	5 minutes 
Balance and Agility (review)	<ol style="list-style-type: none"> <li>Stationary                             <ol style="list-style-type: none"> <li>Fall to knees and get up in basic stance.</li> <li>Stomach — knees — to basic stance.</li> <li>Back — stomach — knees — to basic stance.</li> </ol> </li> <li>Moving across ice                             <ol style="list-style-type: none"> <li>Touch left knee to ice and then right knee.</li> <li>Drop to both knees and up.</li> <li>Drop to knees, turn 180 degrees, get up and skate backwards.</li> <li>Dive on stomach and get up.</li> </ol> </li> <li>Backwards across ice, stop, then return forwards and stop.</li> <li>Lateral movement.</li> </ol>	15 minutes 
Forehand and Backhand Passing and Receiving (review)	<ol style="list-style-type: none"> <li>Review and demonstrate.</li> <li>In pairs, 15 feet apart, pass puck back and forth.</li> <li>Do both forehand and backhand.</li> </ol>	7 minutes 
Skating and Passing (review)	<ol style="list-style-type: none"> <li>Start at side boards. Player carries puck across ice and passes to spot on boards. Use masking tape to mark spot.</li> <li>Review open ice carry.</li> </ol>	7 minutes 
Forehand Sweep Shot (introduce)	<ol style="list-style-type: none"> <li>Review and demonstrate.</li> <li>Players line up about 9-12 feet from boards.                             <ol style="list-style-type: none"> <li>Go through movements of shooting without any puck or ball.</li> <li>Add tennis ball.</li> </ol> </li> </ol>	12 minutes 



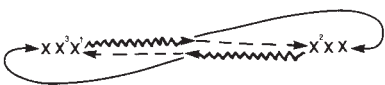


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# LESSON PLAN A-14

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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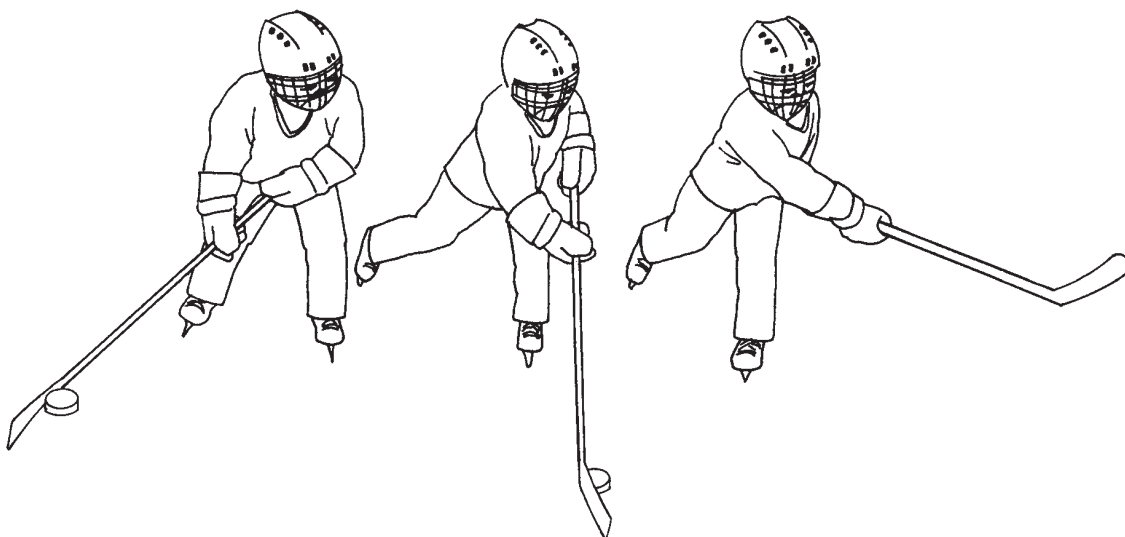


## SPECIFIC OBJECTIVES

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

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 8



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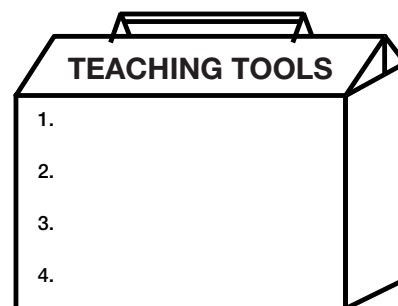
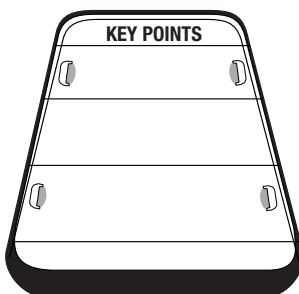
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# LESSON PLAN A-15

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



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



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# LESSON PLAN A-15



SKILL	DESCRIPTION	TIME
<b>Forehand Sweep Shot (review)</b>	<ol style="list-style-type: none"> <li>1. Give teaching points and demonstrate.</li> <li>2. Players with a puck stand stationary about 10-12 feet from boards. Shoot for a spot on the boards.</li> </ol>	7 minutes 
<b>Backhand Sweep Shot (introduce)</b>	<ol style="list-style-type: none"> <li>1. Give teaching points and demonstrate.</li> <li>2. Go through movements of shooting without pucks.</li> <li>3. Add pucks.</li> </ol>	8 minutes 
<b>Skating and Shooting (introduce)</b>	<ol style="list-style-type: none"> <li>1. Players line up on side boards with pucks.</li> <li>2. Skate across ice with puck and shoot against opposite boards.</li> </ol>	2 minutes 
<b>Game (introduce)</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>2. Players must remain behind their lines at all times.</li> <li>3. Coach patrols center area in order to pass pucks back to players.</li> </ol>	8 minutes 

## LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

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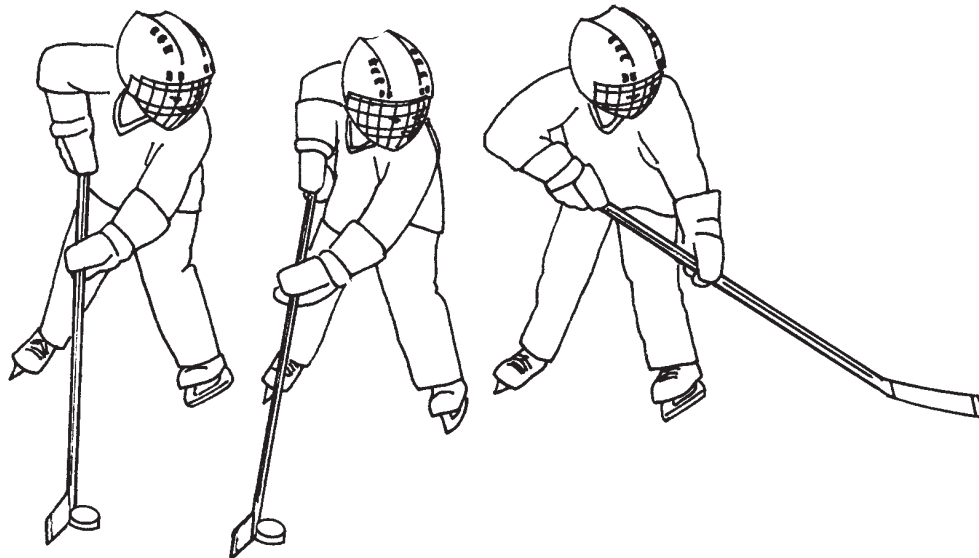


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Backhand Sweep Shot.



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

## TEACHING TOOLS NEEDED

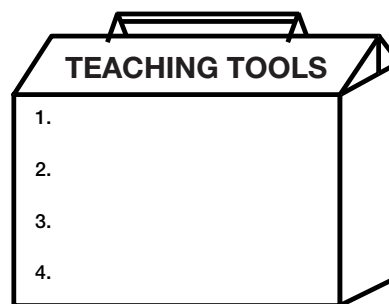
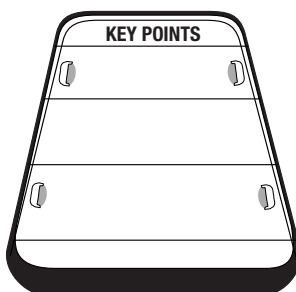
1. Light weight pucks
2. Pylons
3. Chairs
4. Wood 16 inches by 1 inch
5. Can of spray paint
6. Cross-ice rink boards





# LESSON PLAN B-1

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



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










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# LESSON PLAN B-1

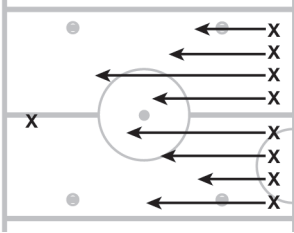



SKILL	DESCRIPTION	TIME
<b>Gliding on two skates (review)</b> 	<ol style="list-style-type: none"> <li>1. Review key points and demonstrate.</li> <li>2. Players line up on side boards.</li> <li>3. Take a few strides to gain momentum and then go into a glide on two skates. Maintain the basic stance while gliding. Repeat 2-3 times.</li> <li>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.</li> </ol>	6 minutes 
<b>Gliding on one skate (review)</b> 	<ol style="list-style-type: none"> <li>1. Review key points and demonstrate.</li> <li>2. Line up along side boards facing the opposite side of the rink.               <ol style="list-style-type: none"> <li>a. Take a few steps to gain momentum, and then glide as far as possible on one skate.</li> <li>b. Repeat with the other skate coming back.</li> <li>c. Do 2-3 times with each skate.</li> </ol> </li> <li>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.</li> <li>4. Partners reverse position.</li> </ol>	8 minutes 
<b>Scooting across ice (review)</b> 	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Stand along side boards with skates in a "T" position.</li> <li>3. Players push continuously with one leg across the ice. Make sure the pushing leg is fully extended before recovery.</li> <li>4. Repeat push-recovery cycle as fast as possible.</li> <li>5. Come back scooting with the other leg.</li> <li>6. Repeat two times with each leg.</li> </ol>	4 minutes 
<b>Scooting on the circles (introduce)</b>	<ol style="list-style-type: none"> <li>1. Three to four players on each circle.</li> <li>2. Start by standing on two feet with your feet together.</li> <li>3. Bend at the knees and push the outside leg to the side.</li> <li>4. Press down and out to the side with your outside skate.</li> <li>5. Your outside skate will glide back to the original position when you straighten up.</li> <li>6. Repeat going in both directions.</li> <li>7. Return skate quickly after you fully extend your leg.</li> </ol>	8 minutes 





# LESSON PLAN B-1

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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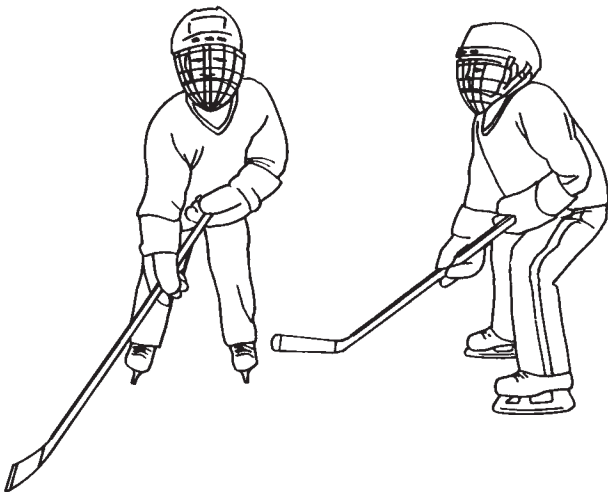


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Proper Stance:



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

### 2. Gliding on two skates:



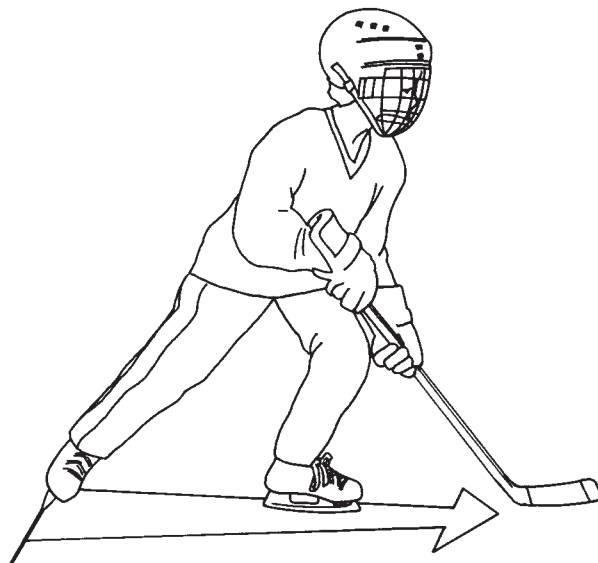
- a. Take a few skating strides to gain momentum.
- b. Assume the basic stance.
- c. Common errors:
  1. Ankles cave inward or outward.
  2. Knees press in towards each other.
  3. Legs are straight.
  4. Body is twisted.
  5. Upper body leans too far forward.
  6. Head is looking down at the ice.
 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

## 3. Gliding on one skate:



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

## 4. Scooting

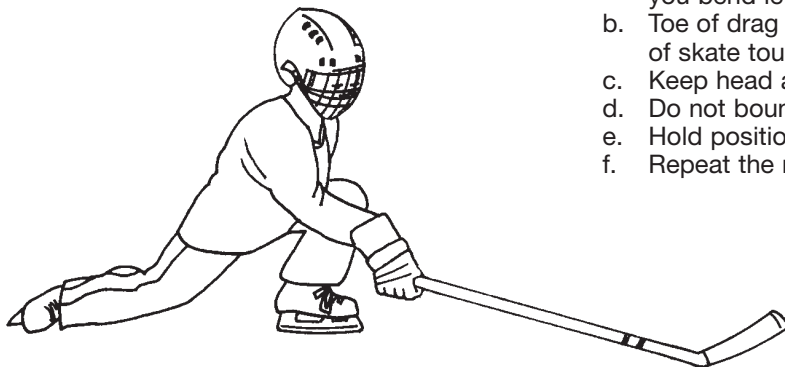


- a. Involves T-push.
- b. Helps to improve pushing power and leg extension.
  1. Place the left skate behind the right skate, forming a T-push with left skate.
  2. Push down and out with left leg. Fully extend left leg, and glide on right foot.
  3. Bring left skate quickly up into a T-push position beside right skate before the next push is made.
  4. Practice using both skates.

# LESSON B-1



## 5. Groin Stretch – Warm-up:



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

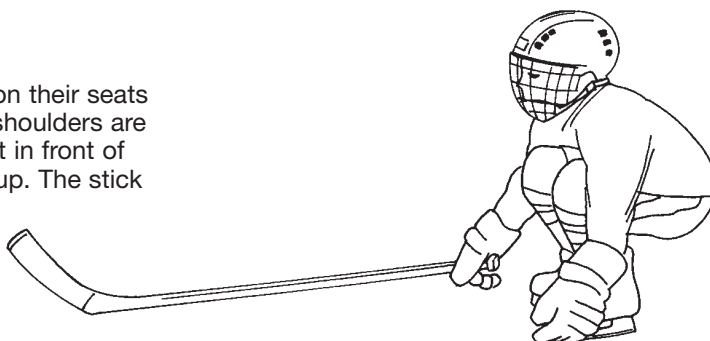
## 6. Toe Touching – Warm-up:



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

## 7. Squat – Balance and Agility:

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



## 8. Stationary Jumping:

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

## TEACHING TOOLS NEEDED

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



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# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 9



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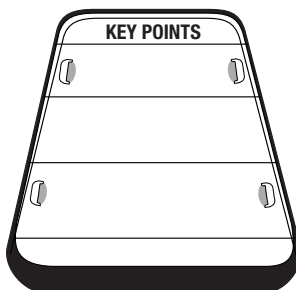
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# LESSON PLAN B-2



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



**TEACHING TOOLS**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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






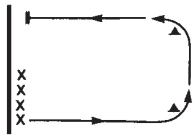





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SKILL	DESCRIPTION	TIME
<b>Fun Time, Ride the broom (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Player skates fast, then holding the top of the stick with both hands, the skater puts it between the legs and sits on the shaft. Then coasts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

# LESSON PLAN B-2



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

## LESSON SUMMARY

**Successes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Areas of Improvement:** \_\_\_\_\_  
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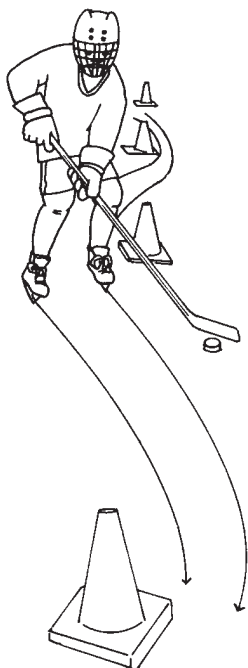


## SPECIFIC OBJECTIVES

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

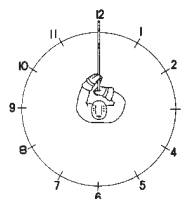
## KEY INSTRUCTIONAL POINTS

### 1. Glide Turns



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

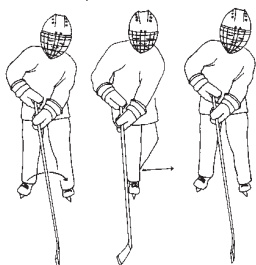
### 2. One o'clock – Eleven O'clock Stops:



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

## 3. Sideways Movement – Review.

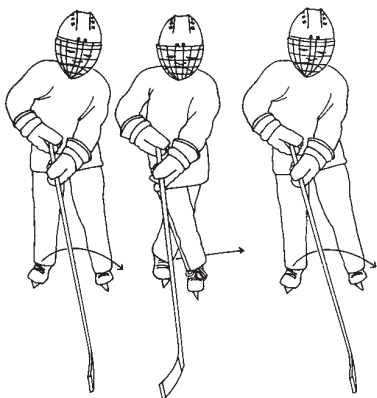
- Players start from basic stance.
- The body moves at right angles to the direction in which the player is facing. Keep shoulders straight ahead.
- Steps must be taken flat-footed.
- Keep the stick out in front of you.
- Walk slowly at first. As the players pick up the drill, speed up the tempo.



## f. Progression:

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

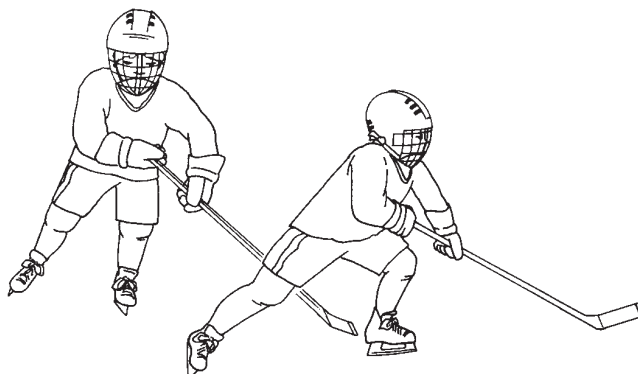
## 4. Sideways Movement:



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

## 5. Push and Glide:

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



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

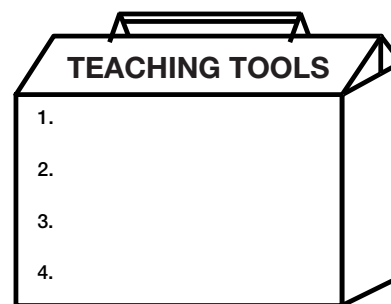
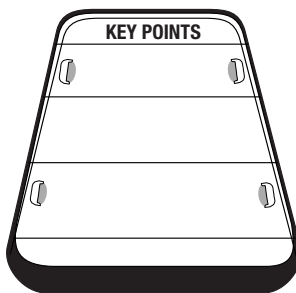
## TEACHING TOOLS NEEDED

- Pylons
- Cross-ice rink boards

# LESSON PLAN B-3



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
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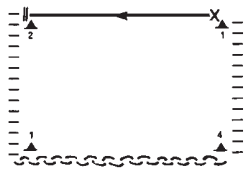

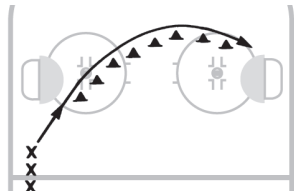

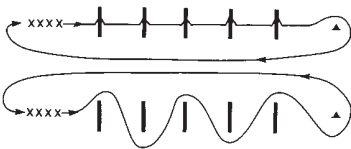

SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. Players skate in a clockwise direction. Practice the thrust and glide action of the last lesson. Remember "Push 2 - 3 - 4", "Push 2 - 3 -4", etc.</li> </ol>	3 minutes 
<b>Balance and Agility (review)</b> 	<ol style="list-style-type: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



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SKILL	DESCRIPTION	TIME
<b>Fun Time</b> <b>1. Abdominal and leg strength</b> <b>2. Use of skate blades</b> <b>3. Getting up from ice (review)</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. With arms folded across your chest and sitting cross-legged on the ice, try to stand without using your hands or changing the position of your skates.</li> </ol>	8 minutes 
<b>Lateral Movement (review)</b> 	<ol style="list-style-type: none"> <li>1. Set up a course using four pylons 18 feet apart.</li> <li>2. Players execute a front start at pylon number 1 and skate to pylon number 2 where they stop.</li> <li>3. From pylon number 2 to pylon number 3 they do lateral crossovers.</li> <li>4. They skate backward from pylon number 3 to pylon number 4 and stop.</li> <li>5. Do lateral crossovers from pylon 4 to pylon 1. Repeat.</li> </ol>	5 minutes 
<b>Edge Control (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Arrange pylons as shown or use spray paint to indicate the path to follow.</li> <li>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.</li> <li>3. They will return again on the left skate (outside edge).</li> <li>4. Repeat whole exercise using right skate.</li> <li>5. Repeat 4-5 times with each skate.</li> </ol>	8 minutes 
<b>Game Time</b> 	<ol style="list-style-type: none"> <li>1. Arrange agility boards and pylons as shown.</li> <li>2. Players step over the agility boards, skate toward and around the pylon, and back, to touch the waiting skater.</li> <li>3. Same formation, but player skates around the agility boards, skates toward and around the pylon, and back, to touch the waiting skater.</li> </ol>	8 minutes 

## LESSON SUMMARY

**Successes:** \_\_\_\_\_

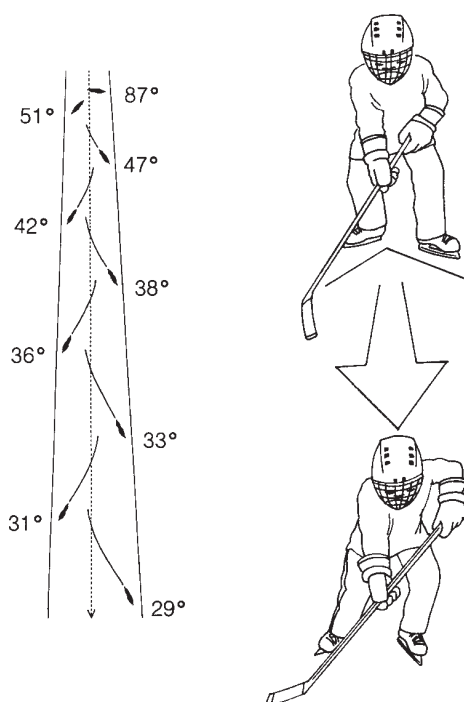
**Areas of Improvement:** \_\_\_\_\_

## SPECIFIC OBJECTIVES

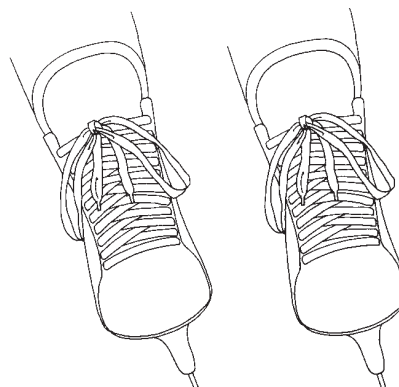
1. Review push and glide, (Lesson B-2).
2. Review one foot stop, (Lesson A-3 and B-2).
3. Review sideways movement, (Lesson A-4 and B-2).
4. Introduce front V-start.
5. Introduce edge control.

## KEY INSTRUCTIONAL POINTS

### 1. Front Start:



### 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.

- 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.

## TEACHING TOOLS NEEDED

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

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

# WEEK 10



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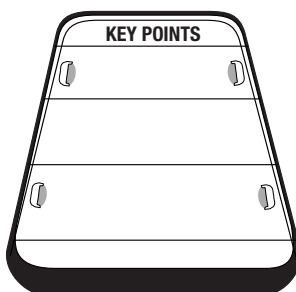




# LESSON PLAN B-4



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_



**TEACHING TOOLS**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

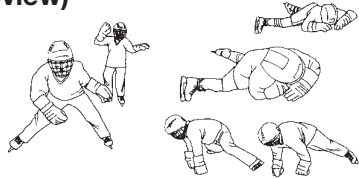

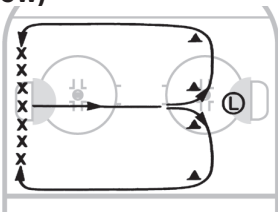

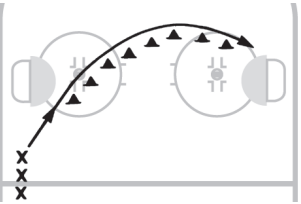



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>Give each player a puck. Skate to an open space anywhere on the ice and practice controlling the puck.</li> </ol>	4 minutes 
<b>Balance and Agility</b> <b>On all of these drills the players perform a one o'clock or eleven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



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SKILL	DESCRIPTION	TIME
<b>Fun Time</b> <b>Hand-foot coordination, shoulder development, arm strength (review)</b> 	<ol style="list-style-type: none"> <li>Players will be asked to imitate animals.               <ol style="list-style-type: none"> <li>Look like a bear running on the ice.</li> <li>Inch along the ice like a worm.</li> <li>Walk like a seal, using arms only.</li> </ol> </li> </ol>	5 minutes 
<b>Glide Turns (review)</b> 	<ol style="list-style-type: none"> <li>Set up a course as indicated.</li> <li>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.</li> </ol>	5 minutes 
<b>Edge Control (review)</b> 	<ol style="list-style-type: none"> <li>Arrange pylons as shown or use spray paint to indicate the path to follow.</li> <li>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.</li> <li>Then return again on the left skate (outside edge).</li> <li>Repeat whole exercise using the right skate.</li> <li>Repeat twice with each skate.</li> </ol>	4 minutes 
<b>Puckhandling Stance (review)</b>	<ol style="list-style-type: none"> <li>Demonstrate and point out key points of stance.</li> <li>Have players take basic stance and make corrections.</li> <li>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.</li> </ol>	3 minutes 
<b>Stationary Puckhandling (review)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key instructional points.</li> <li>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.</li> <li>Move stick out to the side and move puck forward to backward.</li> <li>Repeat 3. on the other side of body.</li> <li>Move puck diagonally in front of body.</li> </ol>	7 minutes 

# LESSON PLAN B-4



SKILL	DESCRIPTION	TIME
<b>Game Time Relay (introduce)</b>  	<ol style="list-style-type: none"> <li>Shuttle formation. Put dots on the ice using spray paint. Place three feet in front of players. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> <li>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.</li> </ol>	8 minutes  

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



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## SPECIFIC OBJECTIVES

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

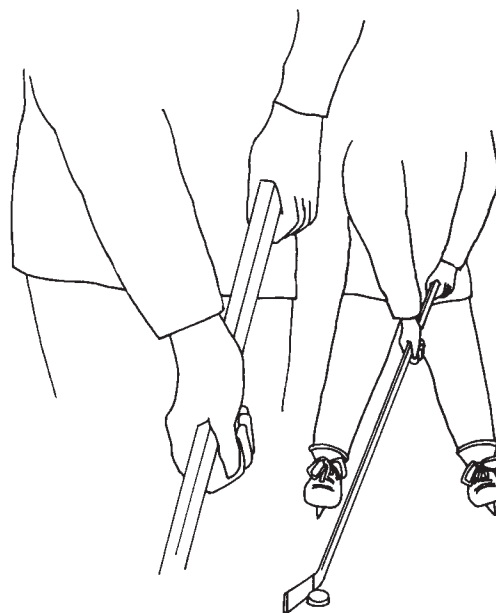
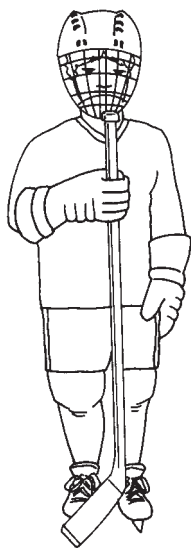
## KEY INSTRUCTIONAL POINTS

### 1. Puckhandling Stance:

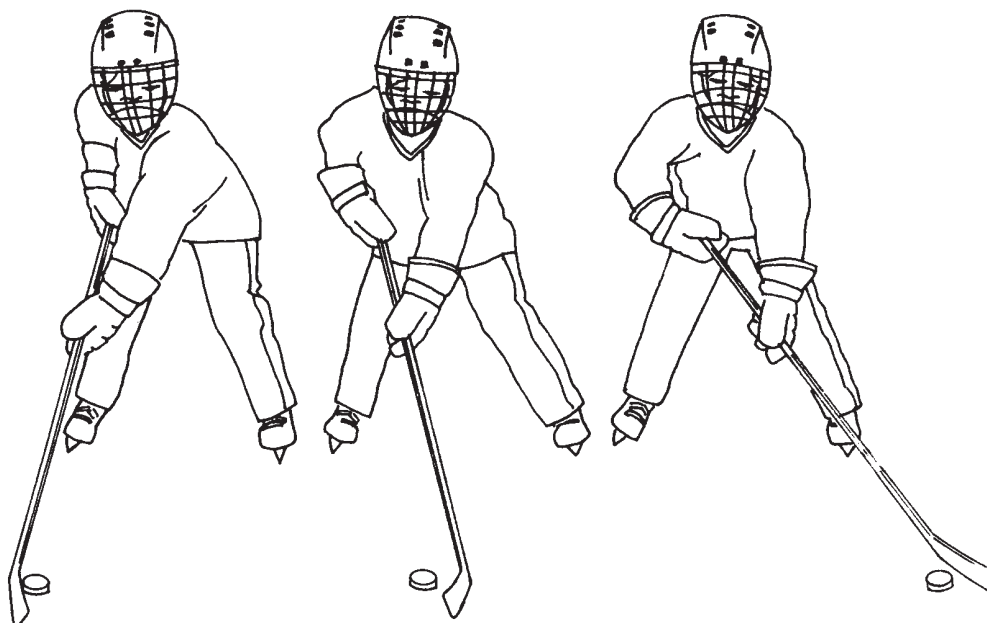
- a. Stick length: When on skates, the stick should come up to an area between the collar bone and chin, so that free movement of the top hand in front of the body is possible.
- b. Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- c. Younger players should have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



- Assume puckhandling stance.
- 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.
- To roll the wrists, turn the toe of the blade inward and the heel outward, then reverse direction.
- Puck is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Puck control must be smooth, rhythmical, and quiet.

## TEACHING TOOLS NEEDED

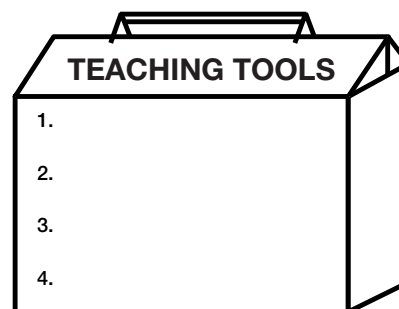
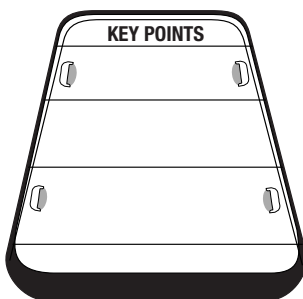
- Pylons
- Lightweight pucks
- Cross-ice rink boards





# LESSON PLAN B-5

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> <li>Each player is given a puck. They skate in a counter-clockwise direction, practicing their puckhandling skills. They must control the puck going across the ice using the skates. Turn the toe out and kick the puck three feet. Alternate skates as you go.</li> </ol>	4 minutes 
Balance and Agility (review)  	<ol style="list-style-type: none"> <li>Players line up on boards. Take 3-4 strides and continue across the ice by:               <ol style="list-style-type: none"> <li>Gliding on two skates in a squat position.</li> <li>Gliding on one skate in a zig-zag motion going from the outside to the inside edge. Do on both skates twice.</li> </ol> </li> <li>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.</li> <li>Use agility boards and a pylon as outlined below.               <ol style="list-style-type: none"> <li>Have players jump over the agility boards and go around the pylon.</li> <li>Have players weave through the agility boards and go around the pylon.</li> </ol> </li> </ol>	15 minutes 
Edge Control (review)  	<ol style="list-style-type: none"> <li>Players partner up. One player will pull his partner using two hockey sticks. Lead player holds the sticks by the blades, pointing down.</li> <li>Player being pulled, glides on one skate and wobbles, transferring the weight back and forth from inside edge to outside edge.</li> <li>Repeat coming back with the other leg.</li> <li>Partners switch positions and repeat.</li> <li>Repeat so each player does repetition twice.</li> </ol>	5 minutes 
Puckhandling Stance and Stationary Puckhandling (review)	<ol style="list-style-type: none"> <li>Review and demonstrate key point.</li> <li>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.</li> <li>Have players repeat movements in 2. but also call out number of fingers the coach is holding up.</li> <li>Coach skates slowly backwards and players skate slowly forward, moving puck from side to side. Try to keep heads up.</li> </ol>	5 minutes 










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# LESSON PLAN B-5



SKILL	DESCRIPTION	TIME
<b>Two-Foot Stop (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Place a pylon 60 feet out from the boards. Use 4-5 pylons.</li> <li>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.</li> <li>3. As speed diminishes, perform a two-foot stop. Remember to turn the shoulders first.</li> <li>4. Do in both directions.</li> </ol>	6 minutes 
<b>Fun Time Scatter Ball (review)</b>	<ol style="list-style-type: none"> <li>1. Divide players into two teams. Each team must stay on its own half of the ice. All players have a tennis ball.</li> <li>2. Try to shoot all the tennis balls to the opposition's side of the ice in one minute.</li> <li>3. The team with the least number of balls on its side at the signal is the winner.</li> <li>4. Repeat three times.</li> </ol>	5 minutes 
<b>Crossover Pumping (introduce)</b> 	<ol style="list-style-type: none"> <li>1. Players skate around the face off circles performing forward crossovers.</li> <li>2. Do in both directions.</li> <li>3. Have players stay outside or on the circle line.</li> <li>4. To pass you must go on the outside of player.</li> </ol>	7 minutes 
<b>Skating with puck (review)</b>	<ol style="list-style-type: none"> <li>1. Players skate freely in assigned area stickhandling with puck. Move in all directions but maintain control of the puck.</li> <li>2. Starting from side boards the players cross the ice stickhandling the puck. Repeat 3-4 times.</li> </ol>	5 minutes 
<b>Game Time (review)</b>	<ol style="list-style-type: none"> <li>1. Mini game, no more than 3 vs 3, using a tennis ball or a puck:               <ol style="list-style-type: none"> <li>a. Play across the rink in small areas.</li> <li>b. Use pylons as goals.</li> <li>c. To score the ball or puck must hit the pylon.</li> <li>d. No goalies.</li> </ol> </li> </ol>	8 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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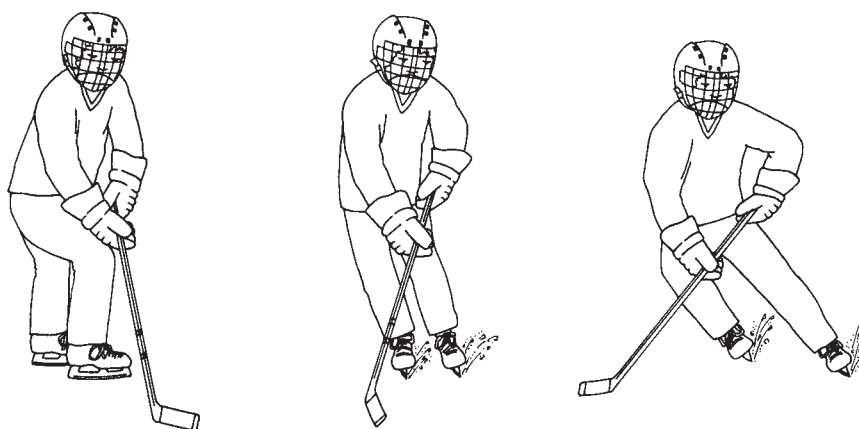


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Two-foot Stop:



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



# LESSON B-5



## 2. Crossover Pumping:

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



## 3. Skating with puck:

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

## TEACHING TOOLS NEEDED

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



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# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 11



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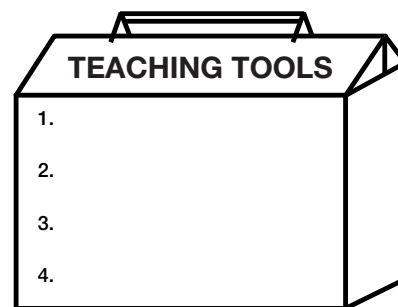
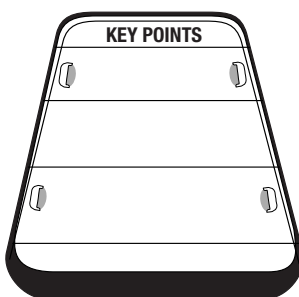
# LESSON PLAN B-6

COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



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





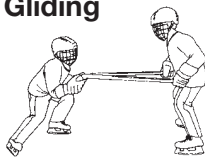






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# LESSON PLAN B-6



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



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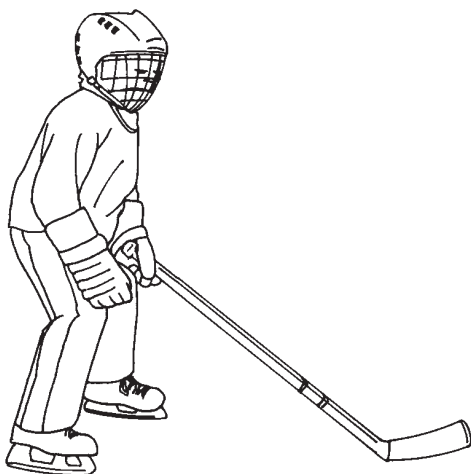


## SPECIFIC OBJECTIVES

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

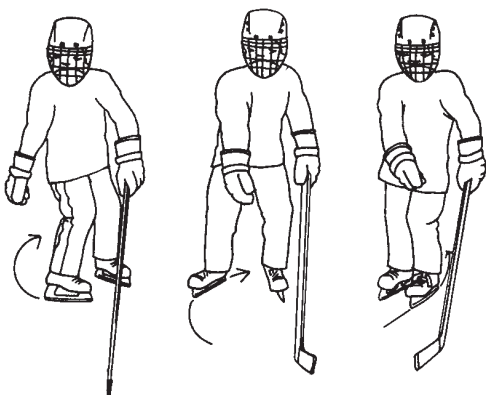
## KEY INSTRUCTIONAL POINTS

### 1. Backward Stance:



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

### 2. Backward C-cut:



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

# LESSON B-6

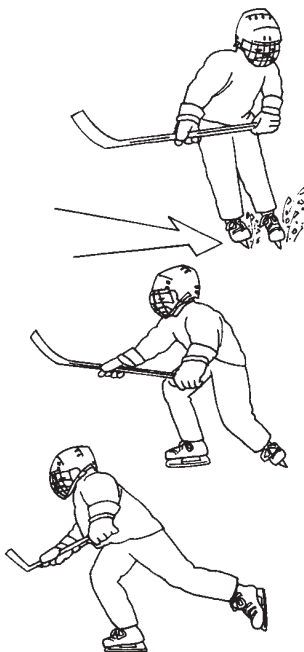


## 3. Backward V-stop:



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

## 4. Reversing Directions:



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

## TEACHING TOOLS NEEDED

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



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# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 12



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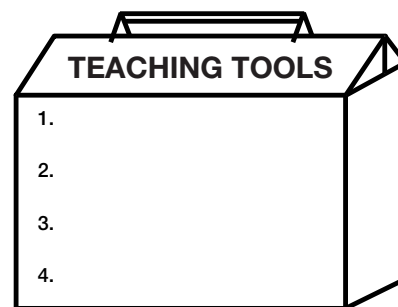
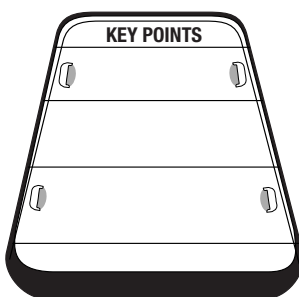










COACH: \_\_\_\_\_

TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



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



# LESSON PLAN B-7



SKILL	DESCRIPTION	TIME
<b>Changing Direction (review)</b>	<ol style="list-style-type: none"> <li>1. Players start on side boards.</li> <li>2. On a signal the players execute a front start and skate to the opposite side.</li> <li>3. Players execute a two-foot stop six feet from the boards.</li> <li>4. To start in the opposite direction the players use a T-push.</li> <li>5. Do this sequence three times.</li> </ol>	4 minutes 
<b>Backward one-foot stop and forward T-push (introduce)</b>  	<ol style="list-style-type: none"> <li>1. Review and demonstrate key instructional points.</li> <li>2. Review forward T-push;               <ol style="list-style-type: none"> <li>a. Players line up on boards.</li> <li>b. Place right skate behind the left skate forming a "T".</li> <li>c. Push down and out with the right skate, gliding as far as possible on left skate.</li> <li>d. Continue to other side.</li> <li>e. Return using left skate.</li> </ol> </li> <li>3. Review backward one-foot stop:               <ol style="list-style-type: none"> <li>a. Players line up facing boards.</li> <li>b. On signal perform C-cuts to gain momentum and then backward striding. Perform one-foot stop one metre from boards.</li> <li>c. Repeat going back.</li> <li>d. Do 6-7 times.</li> <li>e. Try doing it with either foot.</li> </ol> </li> <li>4. Combine one-foot stop and T-push:               <ol style="list-style-type: none"> <li>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.</li> <li>b. Repeat 4-5 times.</li> </ol> </li> </ol>	12 minutes 
<b>Gliding backwards on one skate (introduce)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key instructional points.</li> <li>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.</li> <li>3. Each player does 4-5 times.</li> </ol>	6 minutes 
<b>Backward push and glide (introduce)</b>  	<ol style="list-style-type: none"> <li>1. Review and demonstrate key instructional points.</li> <li>2. Players start on side boards.</li> <li>3. Use C-cuts to get started. Continue across ice by pushing and recovering first with one skate and then with the other.</li> <li>4. Glide between recovery and pushing with each stride.</li> </ol>	4 minutes 




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# LESSON PLAN B-7

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## SPECIFIC OBJECTIVES

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

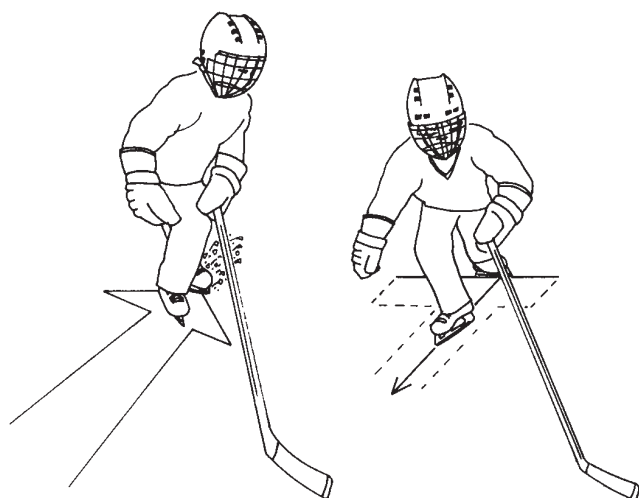
## KEY INSTRUCTIONAL POINTS

### 1. Gliding backwards on one skate:



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

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



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

# LESSON B-7



## 3. Push and glide backwards:



- Players are in motion backwards.
- All weight should be on one skate with skates close together when stride begins.
- Using the front part of blade, push straight out to the side until pushing leg is fully extended. (Rotate hip.)
- Glide while pushing leg is recovering to a position under the body. Recover close to ice.
- Repeat with opposite leg.
- 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



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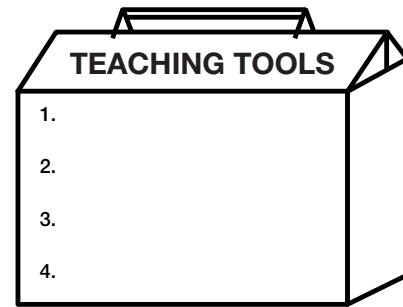
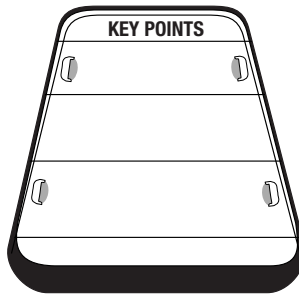
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# LESSON PLAN B-8



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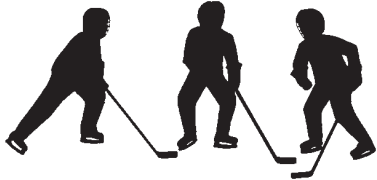

SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> <li>Each player is given a puck. The players skate freely controlling the puck. Execute two-foot stops to the left side and right side while controlling the puck.</li> </ol>	4 minutes 
Balance and Agility (review) 	<ol style="list-style-type: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



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

# LESSON PLAN B-8



SKILL	DESCRIPTION	TIME
Game Time (review)	<ol style="list-style-type: none"> <li>Mini game using a puck: <ol style="list-style-type: none"> <li>Play across the rink.</li> <li>Use pylons as goals.</li> <li>To score puck must hit pylon.</li> <li>No goalies.</li> </ol> </li> </ol>	5 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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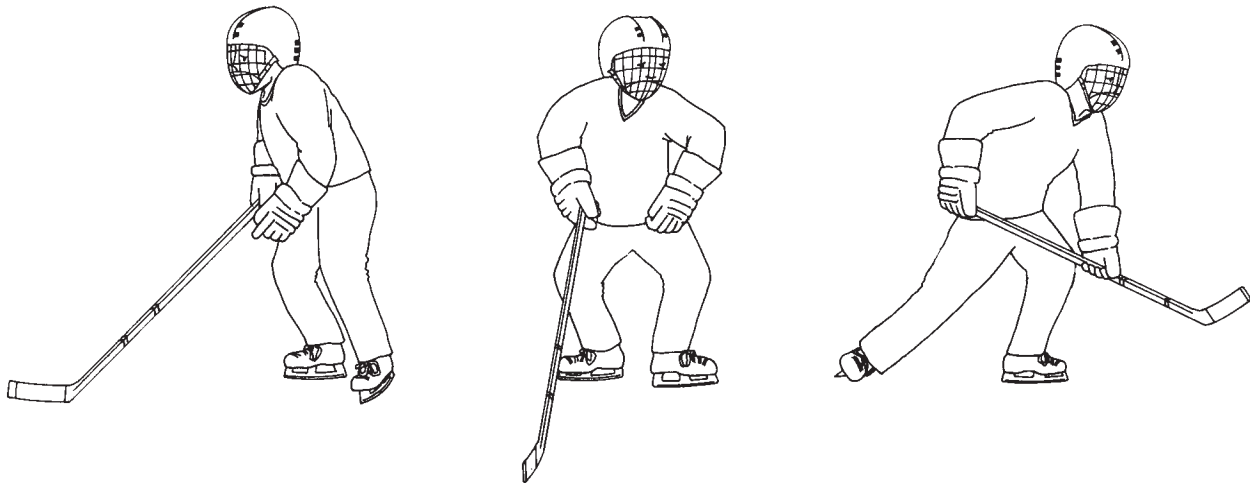


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

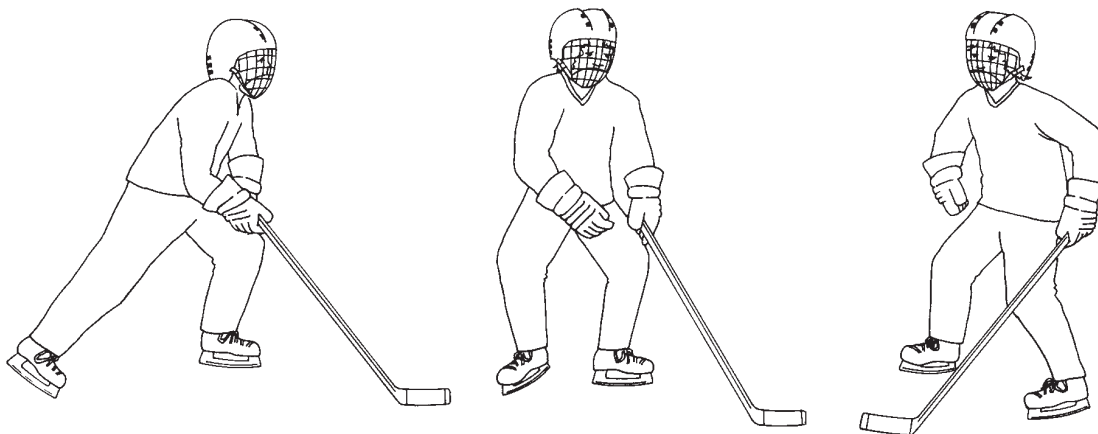
### 1. Pivot (Backwards to forward):



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



## 2. Pivot (Forward to backwards):



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

## TEACHING TOOLS NEEDED

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



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# WEEK 13



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# LESSON PLAN B-9

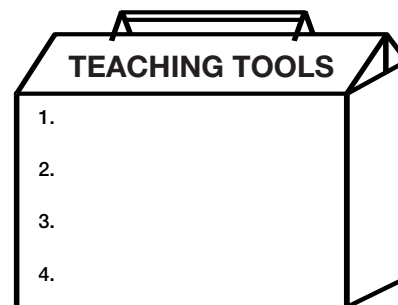
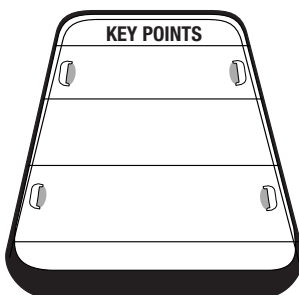


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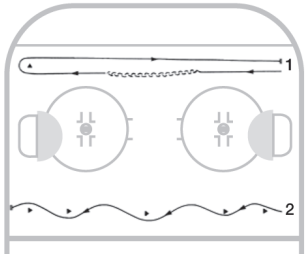

SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> <li>1. Players skate freely executing forward two-foot stops to left and right side. Use a T-push to gain momentum forward in the opposite direction.</li> </ol>	4 minutes 
Balance and Agility (review)  	<ol style="list-style-type: none"> <li>1. Station 1: (One of the end zones) 1. Players execute a tight turn around each pylon in the diagram. Execute a two foot stop when you return to the original position.</li> <li>2. Station 2: (Between blue and red line) 1. Players execute a backward start using C-cuts, then stride across ice, and do backward V-stop. Immediately they use running forward start to gain momentum in opposite direction. Concentrate on forward striding and finish with two foot stop. Do three times. 2. Same as 1. but use one-foot backward stop followed by T-push to gain forward momentum.</li> <li>3. Station 3: (Between blue and red line). Going from side board to side board. 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. 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.</li> <li>4. Station 4: (One of the end zones) 1. Players do crossovers around circle 1 (two and a half times) and then go to circle 2 (two times). 2. Send 3-4 players at a time.</li> </ol> <p>NOTE: Players spend 6 minutes at each station. Rotate from station to station on a given signal.</p>	24 minutes 



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SKILL	DESCRIPTION	TIME
<b>Fun Time</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>Change positions on the return trip.</li> <li>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.</li> <li>Try Number 3. going backwards.</li> </ol>	8 minutes 
<b>Tight Turn (introduce)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key instructional points.</li> <li>Place 3-4 pylons approximately 60 feet out from side boards.</li> <li>Have equal number of players line up opposite the pylons.</li> <li>Players take 4-5 strides and then start gliding toward pylon.</li> <li>Execute a tight turn around the pylon and return skating to the end of your line.</li> <li>Alternate tight turns. First to the left for every player and second to the right.</li> </ol>	8 minutes 
<b>Game Time</b> <b>Relays using length of ice</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>Same formation as in 1. Players skate across the ice doing crossovers to weave through the pylons. Perform a two-foot stop at last pylon. Do three sit-ups and return weaving through pylons. Execute a two-foot stop before touching your partner.</li> <li>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.</li> </ol>	16 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

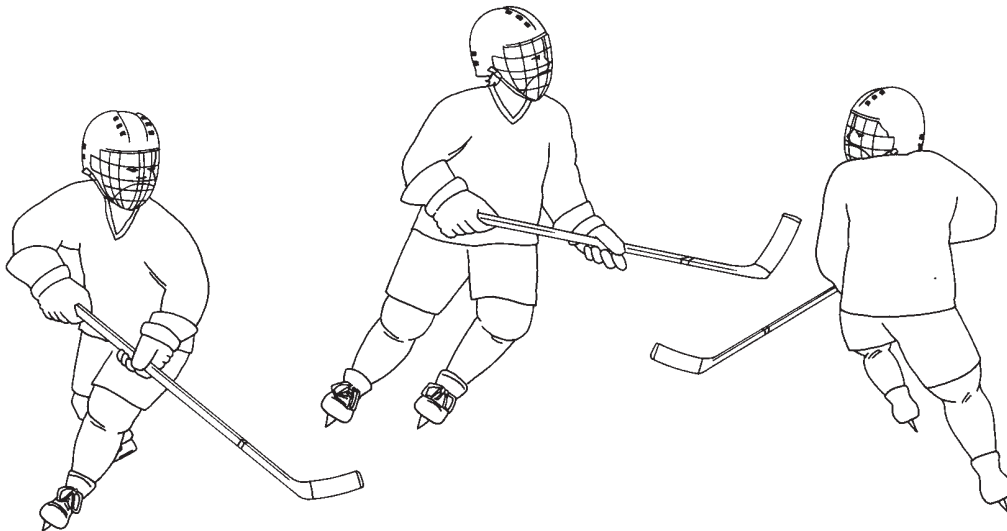
## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Tight Turns:

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



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

## TEACHING TOOLS NEEDED

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



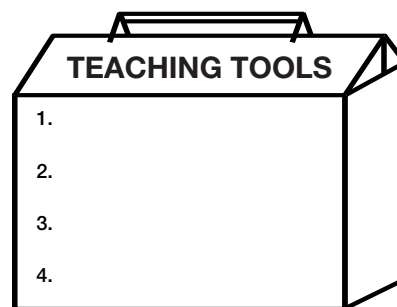
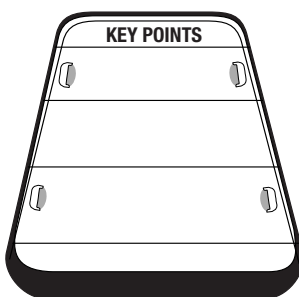
# LESSON PLAN B-10

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TEAM: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>Players skate counter-clockwise around ice and perform these five warm-up exercises. <ol style="list-style-type: none"> <li>Touch toes.</li> <li>Pull knee to chest.</li> <li>Squat low.</li> <li>Touch one knee to ice.</li> <li>Skates stay on ice at all times. Spread legs wide to the side and then bring them together.</li> </ol> </li> </ol>	4 minutes 
<b>Balance and Agility (review)</b>	<ol style="list-style-type: none"> <li>Starting on side boards the players run on their skates to the other side. Repeat coming back.</li> <li>Players face coach and follow his stick. Make players move laterally left and right, skate forward, skate backwards, drop to knees, and get up.</li> <li>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.</li> <li>Players cross ice skating backwards and perform a V-stop. Immediately execute a forward running start and skate forward to other side performing a two-foot stop. Repeat twice.</li> <li>Same as 4. but with one-foot back stop and T-push to go forward.</li> </ol>	17 minutes 
<b>Tight Turns (review)</b> 	<ol style="list-style-type: none"> <li>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.</li> <li>Second time players execute a tight turn to the right.</li> </ol>	5 minutes 
<b>Fun Time</b> 	<ol style="list-style-type: none"> <li>Can you skate with your hands holding your ankles?</li> <li>Can you skate with your legs crossed in front of you?</li> <li>Try 1. and 2. going backwards.</li> <li>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.</li> <li>Repeat 4. with other leg.</li> </ol>	5 minutes 






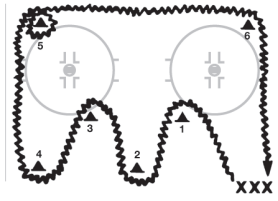



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# LESSON PLAN B-10



SKILL	DESCRIPTION	TIME
<b>Open Ice Carry (review)</b> 	<ol style="list-style-type: none"> <li>Review and demonstrate key instructional points.</li> <li>Players cross ice, pushing the puck ahead with the bottom edge of the stick blade. Repeat 3-4 times.</li> <li>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.</li> </ol>	5 minutes 
<b>Starting with puck (review)</b>	<ol style="list-style-type: none"> <li>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.</li> <li>Players cross ice with puck maintaining contact with stick.</li> </ol>	5 minutes 
<b>Weaving with puck (review)</b> 	<ol style="list-style-type: none"> <li>Player weaves with puck through pylons 1 to 4.</li> <li>Player performs a 360 degree turn around pylon 5.</li> <li>Player performs open ice carry between pylons 5 and 6.</li> <li>Player does glide turn at pylon 6 returning to original position.</li> </ol>	9 minutes 
<b>Game Time</b>  	<ol style="list-style-type: none"> <li>Relay from this formation! Put dots on ice using spray paint. Place 4-5 feet in front of players.               <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Repeat each twice.</li> </ol> </li> </ol>	10 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_



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## SPECIFIC OBJECTIVES

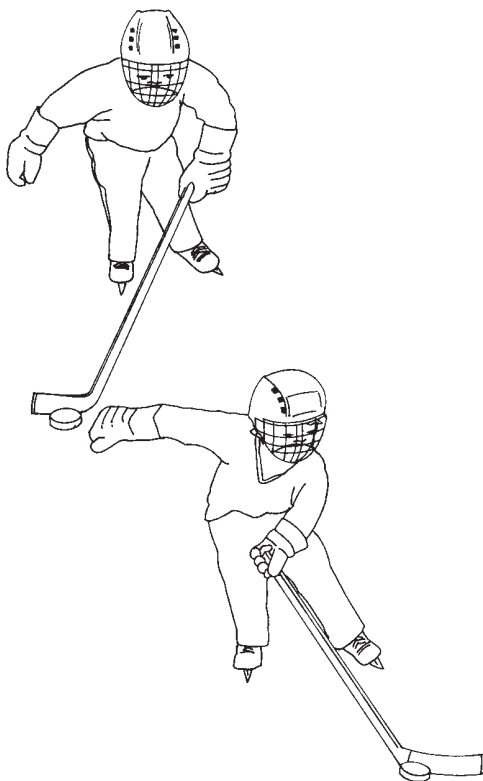
1. Review puckhandling stance, (Lesson A-8 and B-4).
2. Review tight turns, (Lesson B-9).
3. Review open ice carry, (Lesson A-9).
4. Review starting with puck, (Lesson A-9).
5. Review weaving with puck, (Lesson A-10).

## 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.



# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 14



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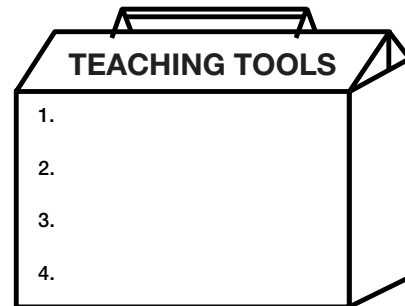
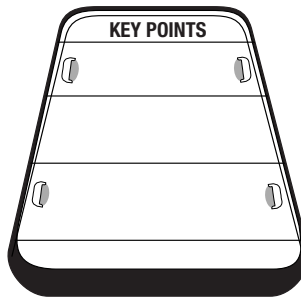
MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL



# LESSON PLAN B-11



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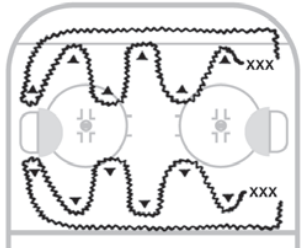






SKILL	DESCRIPTION	TIME
Free Skate	<ol style="list-style-type: none"> <li>As each skater steps onto the ice they are given either a puck tennis ball or street hockey ball. Skate in any direction on the ice. On the whistle, the player must exchange for another piece of equipment. No shooting allowed, only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



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

# LESSON PLAN B-11



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Use of feet to control the puck.



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

### 2. Puckhandling Combinations:

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

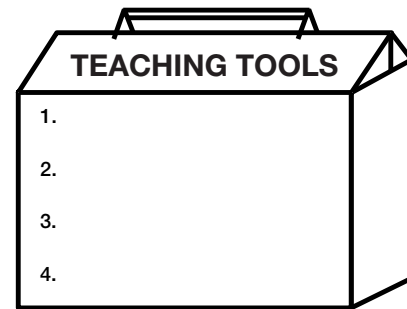
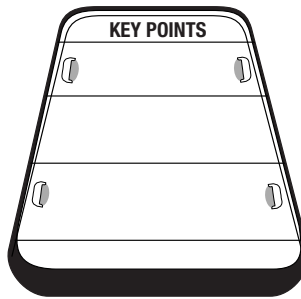
## TEACHING TOOLS NEEDED



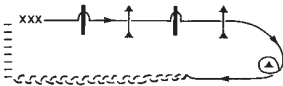
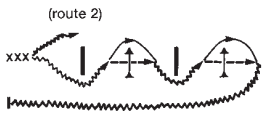

1. Lightweight pucks
2. Tennis balls
3. Street hockey balls
4. Pylons
5. Cross-ice rink boards

# LESSON PLAN B-12



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
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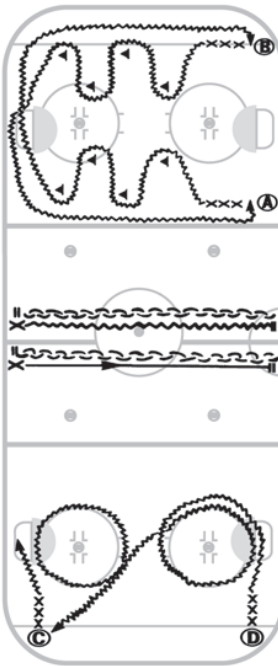



SKILL	DESCRIPTION	TIME
<b>Free Skate</b> 	<ol style="list-style-type: none"> <li>Players skate clockwise around the ice and perform these six warm-up exercises.                             <ol style="list-style-type: none"> <li>Touch toes.</li> <li>Squat low.</li> <li>Pull knee to chest.</li> <li>Touch one knee to ice.</li> <li>Skates stay on ice at all times spread legs wide to the side and then bring them in together.</li> <li>Run between blue lines.</li> </ol> </li> </ol>	4 minutes 
<b>Balance and Agility (review)</b>  	<ol style="list-style-type: none"> <li>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.</li> <li>Cross ice doing forward alternate leg crossovers.</li> <li>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.</li> <li>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.</li> <li>Repeat using route-2 as players should do on forehand and backhand.</li> </ol>	15 minutes 



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SKILL	DESCRIPTION	TIME
<b>Weaving with puck (review)</b>  	<ol style="list-style-type: none"> <li>Stations set up as in diagram (six minutes at each).</li> </ol> <p>Station 1:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Station 2: (Suggest marking off with spray paint.)</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Station 3:</p> <ol style="list-style-type: none"> <li>Players from C and D carry puck around face off circles as indicated, going to end of other line.</li> </ol>	18 minutes  
<b>Stationary Passing and Receiving (review)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players partner off approximately 18 feet apart. <ol style="list-style-type: none"> <li>Practice forehand pass and receive.</li> <li>Practice backhand pass and receive.</li> </ol> </li> <li>Same as 2. but move players 30 feet apart.</li> </ol>	10 minutes  
<b>Stopping with puck (introduce)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players carry puck across ice.</li> <li>Repeat 6-7 times.</li> </ol>	4 minutes  

# LESSON PLAN B-12



SKILL	DESCRIPTION	TIME
Game Time (review)	<p>British Bulldog:</p> <ol style="list-style-type: none"> <li>1. Players along the boards with a puck.</li> <li>2. Coach stands at center ice and is the bulldog.</li> <li>3. Players skate to other end of ice with a puck. The coach attempts to knock pucks away from players.</li> <li>4. If player loses puck, he joins instructor at center ice and becomes a bulldog.</li> </ol>	<p>9 minutes</p> 

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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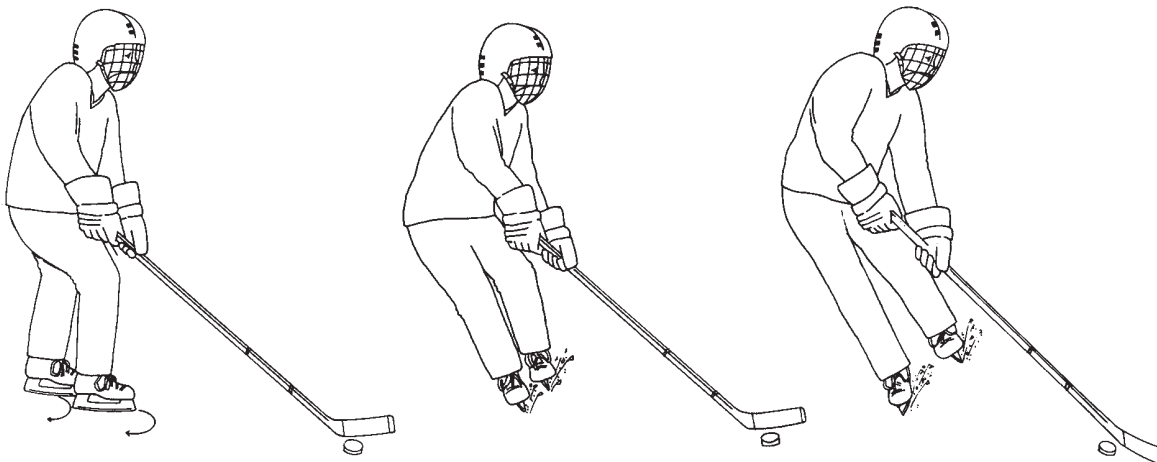


## SPECIFIC OBJECTIVES

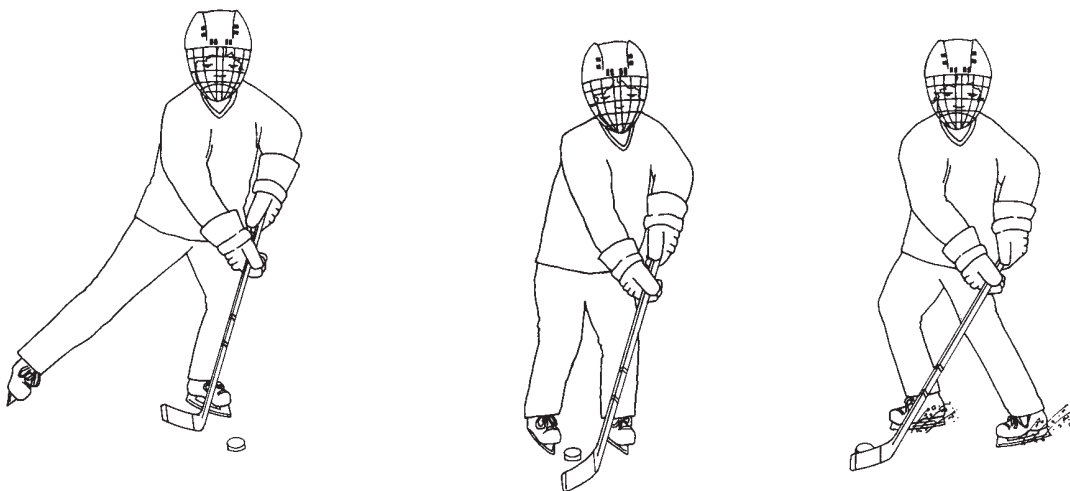
1. Review use of feet to control puck, (Lesson B-11).
2. Review puckhandling combinations, (Lesson B-11).
3. Introduce stopping with puck.
4. Review stationary passing.
  - a. Forehand sweep pass and receive, (Lesson A-12).
  - b. Backhand sweep pass and receive, (Lesson A-13).

## KEY INSTRUCTIONAL POINTS

### 1. Stopping with puck:



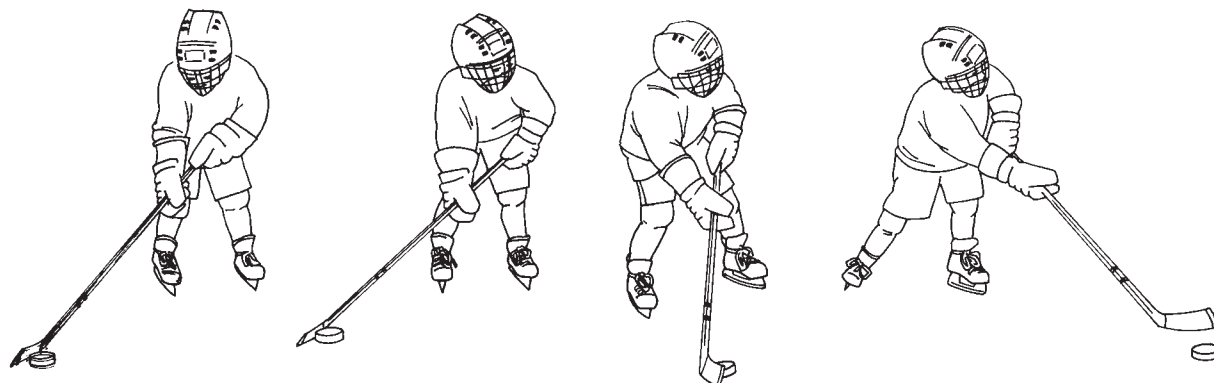
- a. Review two-foot front stop, (Lesson B-5).
- b. Review puckhandling, (Lesson B-4; B-10).
- c. When stopping, the puck is kept under control by cupping the stick blade over the puck.
- d. Keep two hands on the stick.



# LESSON B-12



## 2. Stationary Passing:



### a. Forehand sweep pass:

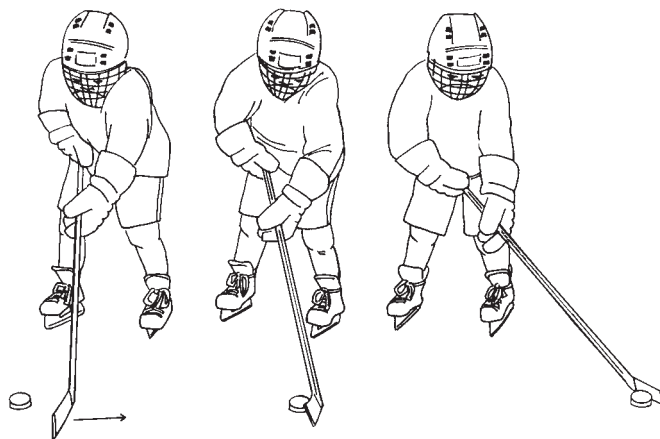
It is very important that each player has a stick that is not too long, (Lesson A-8).

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

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

### b. Receiving a pass on forehand:

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



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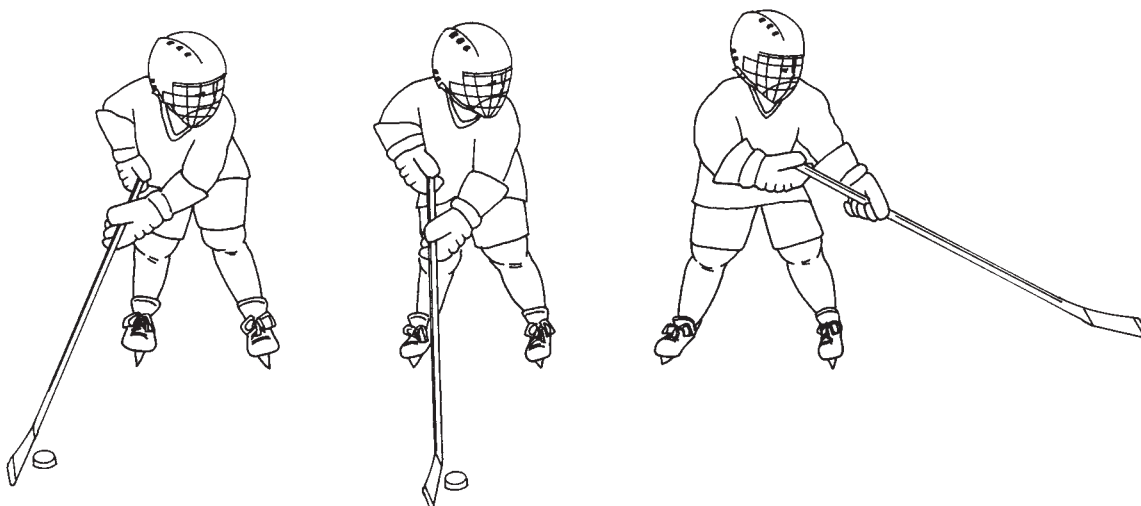
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c. Backhand sweep pass:

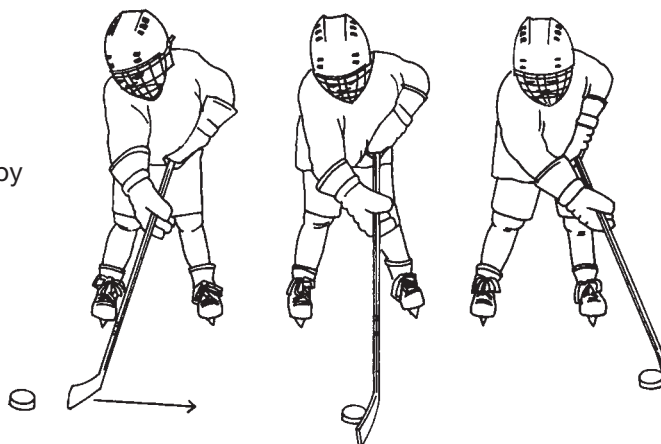
1. Hands are well away from the body.
2. Bring the puck beyond the plane of the body.
3. Shift the weight to the back leg.
4. Head up looking at target, make eye contact with receiver.
5. Cup the blade of the stick over the puck.

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



d. Receiving a pass on the backhand:

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



## TEACHING TOOLS NEEDED

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

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 15



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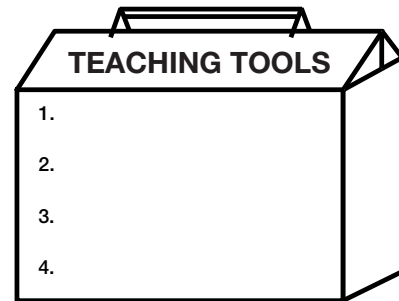
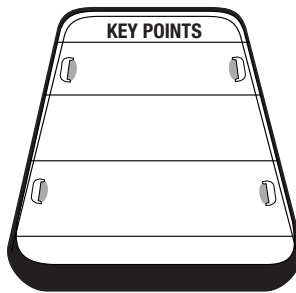
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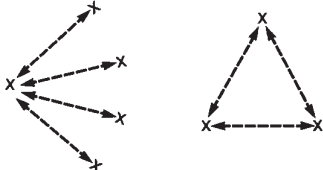



# LESSON PLAN B-13



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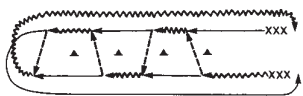

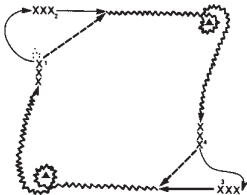

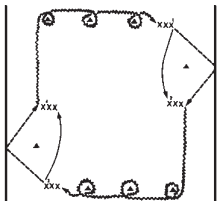


SKILL	DESCRIPTION	TIME
Free Skate	1. Players skate freely executing stops and starts while maintaining control of the puck. The players can also incorporate puck control with the stick and feet.	4 minutes 
Balance and Agility (review)  	1. Players line up on sideboards and cross to the other side by: a. Shoulder kick: Hold hands straight outward from the shoulders. Cross first with the left hand out and swing left foot up to touch the hand. Return, using right foot and right hand. Repeat twice with each hand. b. Knee lift: Lift knee up to waist and give a pull with stick. Return with opposite leg. c. Squat position – same on return. d. Toe in: Do with both feet two times. e. Toe out: Do with both feet two times. f. Skate with both feet on the ice. Do two times. g. Skate across backwards. Execute a two-foot stop and a running front start. Skate forward to other side and execute a forward two-foot stop. Repeat sequence three times. h. Obstacles (pylons, chairs, sticks and gloves) are arranged so as to form a course to be followed by the players. The instructor shows the course to be followed and the players follow in single file. Arrange course so the players have to make a series of zig zag turns.	15 minutes 
Stationary Passing (review)  	1. Players in groups of 4-5. a. One player faces others who are fanned out. b. Passes made back and forth. c. Change coach regularly. 2. Players in groups of three. a. Player receives a pass, performs a turn, kneels down, gets up and passes to one of the partners.	8 minutes 



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Skating and passing:

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

### 2. Lead pass to a moving target:

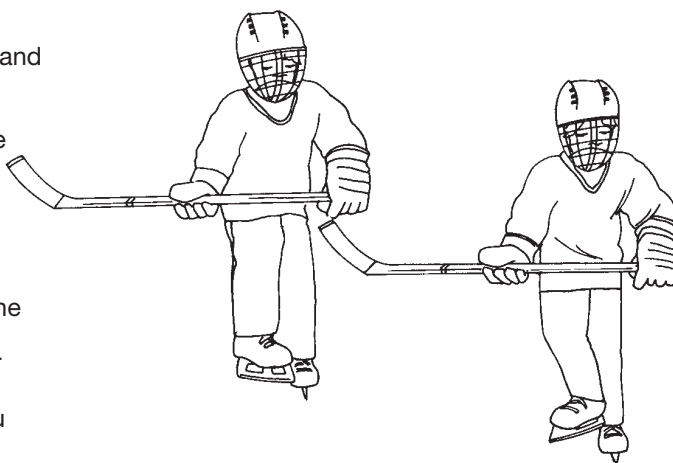
- a. Fastest way to advance puck up the ice to a teammate is by passing it.
- b. Passer must develop quick reaction to passing opportunities.
- c. Passer can not telegraph pass.
- d. Passer must be able to watch receiver and gauge his distance and speed while controlling the puck.
- e. Pass to a spot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

### 3. Board pass to partner:

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

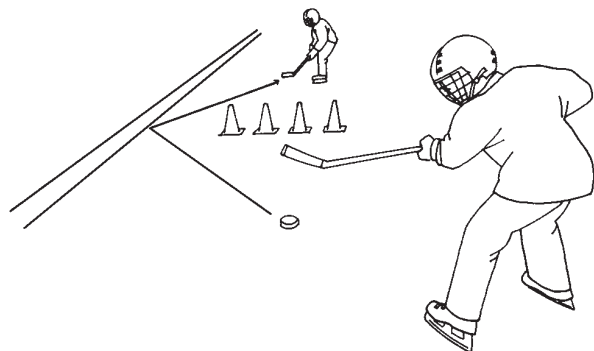
### 4. Toe In:

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



### 5. Toe Out:

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



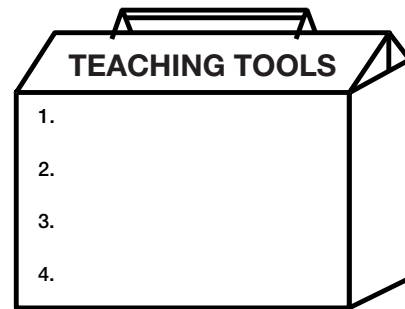
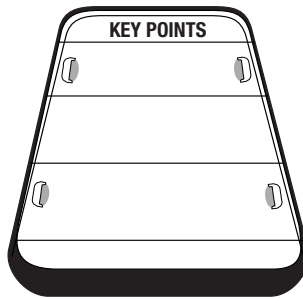
## TEACHING TOOLS NEEDED

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

# LESSON PLAN B-14



COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. Players skate in pairs around the rink and pass the puck to each other.</li> </ol>	4 minutes 
<b>Balance and Agility (review)</b>  <b>Station 1</b>   <b>Station 2</b>   <b>Station 3 (not pictured)</b>    <b>Station 4</b> 	<ol style="list-style-type: none"> <li>1. Four stations – five minutes at each station. Change stations on a pre-determined signal.</li> </ol> <p>Station 1: (Use one of the end zones)</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p>Station 2: (From one blue line to the red line.)</p> <ol style="list-style-type: none"> <li>1. Starting at side boards, skate forward. On given signal, pivot and skate backwards to other side.</li> <li>2. Same as 1. but start skating backwards, pivot and skate forward to other side.</li> </ol> <p>Station 3: (From one blue line to the red line.) Go from side to side.</p> <ol style="list-style-type: none"> <li>1. Review toe in – Lesson B-13.</li> <li>2. Review toe out – Lesson B-13.</li> <li>3. Take 3-4 strides to gain momentum and then in squat position to cross the ice.</li> <li>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.</li> </ol> <p>Station 4: (Use other end zone)</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	20 minutes 


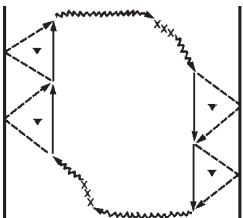


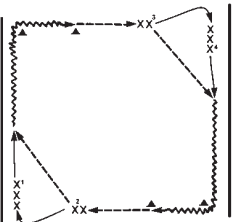





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SKILL	DESCRIPTION	TIME
<b>Fun Time (review)</b>	<ol style="list-style-type: none"> <li>Freeze tag with puck.               <ol style="list-style-type: none"> <li>One player is "it", while the rest of the players skate around controlling the puck and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

# LESSON PLAN B-14



SKILL	DESCRIPTION	TIME
<b>Game Time (review)</b> 	<ol style="list-style-type: none"> <li>Relay with pucks: Players in shuttle formation. <ol style="list-style-type: none"> <li>On signal X1 starts out with the puck and carries it out to the dot. At the dot, X1 passes to X2 and continues skating to the end of X2-line. X2 receives the puck and performs the same drill in opposite direction. Continue until players are back in their original positions.</li> </ol> </li> </ol>	5 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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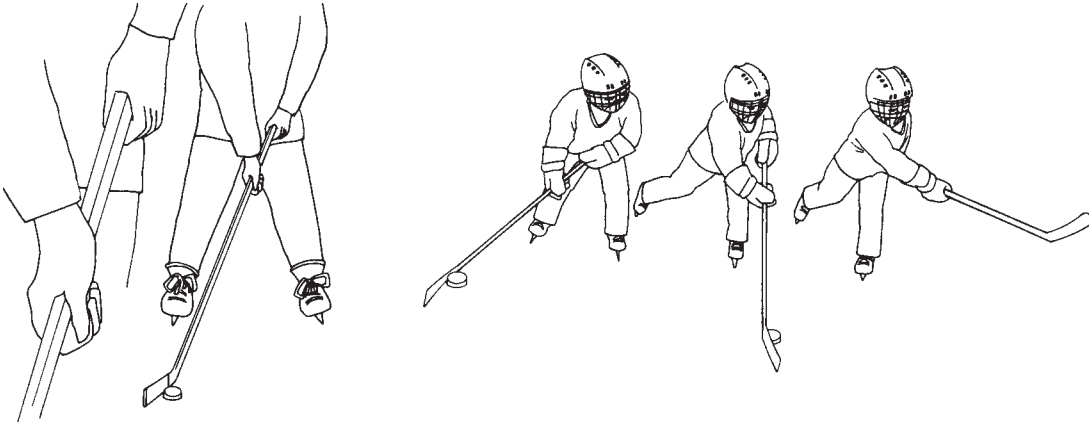


## SPECIFIC OBJECTIVES

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

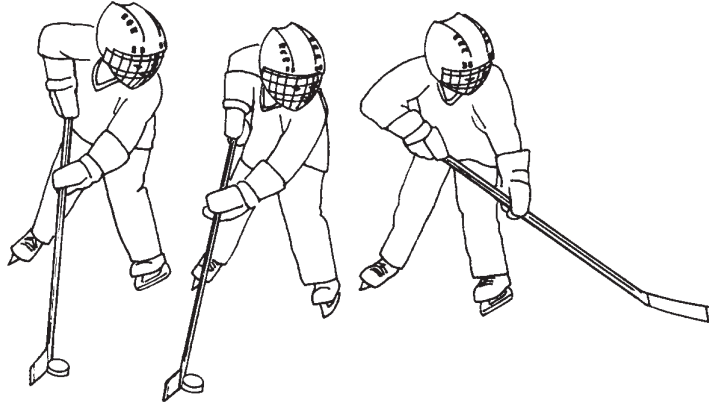
## KEY INSTRUCTIONAL POINTS

### 1. Forehand Sweep Shot:



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

## 2. Backhand Sweep Shot:



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



# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

# WEEK 16



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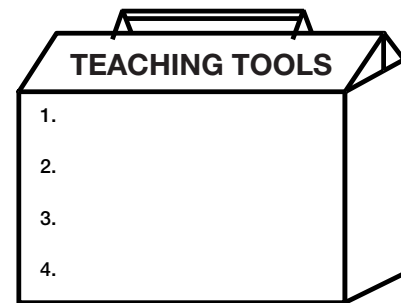
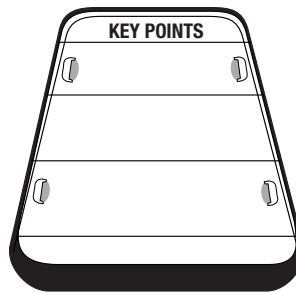
MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL



# LESSON PLAN B-15



**COACH:** \_\_\_\_\_  
**TEAM:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_




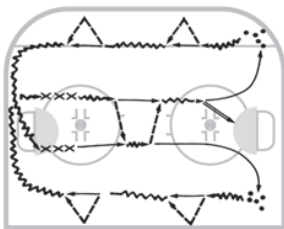
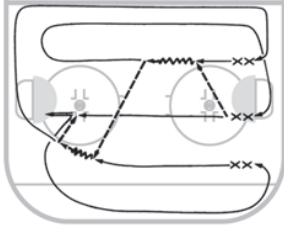


SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Each player with a puck. Players can go in any direction but must be in control of the puck. Control puck by using stick and feet. Incorporate stopping and starting while controlling the puck.	4 minutes 
<b>Balance and Agility (review)</b>	1. Use cross-ice.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



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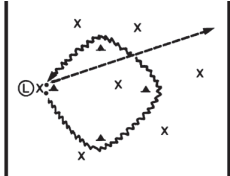

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SKILL	DESCRIPTION	TIME
<b>Skate and Shoot (review)</b>	2. Same formation as above drill. When player reaches pylon, player shoots at a spot on the boards. Pylon is about 15 feet out from boards. Player picks up a loose puck and skates back to the end of his line.	5 minutes 
<b>Skate – Pass – Shoot (review)</b>  <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">Station 1</div>  </div> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="margin-right: 10px;">Station 2</div>  </div>	1. Two stations. Five minutes at each. Each station across the ice.  a. Station 1: 1. Passing in pairs. End up with a shot on net. Players go to opposite sides where they take a puck and return back to opposite lines. Execute two board passes as you return.  b. Station 2: 1. Passing in groups of three. 2. Players return to the line on their left.	10 minutes 
<b>Wrist Shot (introduce)</b>	1. Players with puck standing 12 feet out from boards. Practice shooting at spot on boards. Important to work at snapping your wrists.	4 minutes 

# LESSON PLAN B-15



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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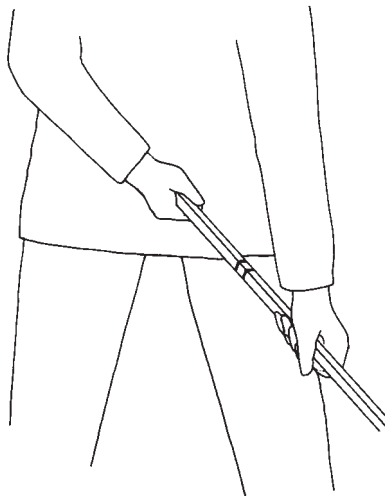


## *SPECIFIC OBJECTIVES*

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

## KEY INSTRUCTIONAL POINTS

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



## TEACHING TOOLS NEEDED

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



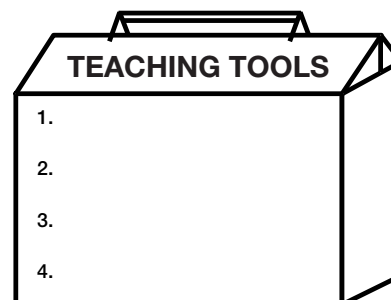
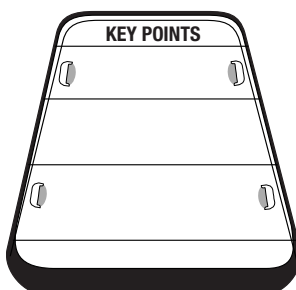
# LESSON PLAN C-3



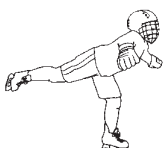


**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>  	<ol style="list-style-type: none"> <li>Players skate in a counter-clockwise direction. Perform stretching exercises.               <ol style="list-style-type: none"> <li>Stretch the groin.</li> <li>Touch the toes.</li> <li>Pull knees to chest.</li> <li>Leg lifts.</li> </ol> </li> <li>After stretching, have players scooting around rink 30 seconds counter-clockwise and 30 seconds clockwise.</li> </ol>	5 minutes 
<b>Balance and Agility (review)</b>  	<p>Players are arranged in groups along side boards. All drills are done going across the ice. Player will skate to other side and remain in line.</p> <ol style="list-style-type: none"> <li>Knee lift: Return using other knee.</li> <li>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.</li> <li>Touch knee to ice: Touch left knee to ice three times. Come back using right knee. Repeat twice with each leg.</li> <li>Same as 3. but alternate knees. Touch the ice twice with left knee and twice with right knee. Repeat three times.</li> <li>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.</li> </ol>	15 minutes 
<b>Edge Control (review)</b>	<p>Same formation as “Balance and Agility”.</p> <ol style="list-style-type: none"> <li>Set up 4 pylons in a row 15 feet apart.</li> <li>Players upon reaching the first pylon, start gliding on the left leg. They then slalom through the course. It requires using inside-outside edges.</li> <li>Return using right leg.</li> </ol>	8 minutes 





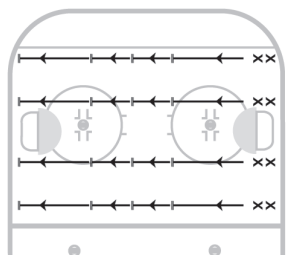




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# LESSON PLAN C-3



SKILL	DESCRIPTION	TIME
<b>Push and Glide (refine)</b> 	Players pair off. (Players of same size if possible). 1. Partners face each other. 2. Skater pushing places hands on partner's hips. 3. Partner being pushed backwards places hands on partner's shoulders and provides slight resistance with skates in a "V" position. 4. Reverse positions on the return. 5. Stress maximizing leg extension.	5 minutes 
<b>Two-foot Stop (review)</b> 	1. On signal the first player from each group skates towards the first pylon and executes a two-foot stop. Have all players stop facing the left side of the rink. 2. On the next signal the second player leaves and stops at the first pylon. The players by the first pylon go to the second pylon and stop, etc. 3. All players will execute four complete stops. 1) first pylon, 2) second pylon, 3) third pylon, 4) boards. 4. On the return they will still stop facing the same side of the rink as previous. This gives Practice in stopping both ways.	5 minutes 
<b>Front Start (review)</b>	1. Review key points and demonstrate. 2. On signal first player in each group open skates into a "V" position take 4-5 running strides. Skate to first pylon and stop. On next signal go to the third pylon and stop. On next signal go to the boards and stop. 3. Each time the player performs a front start and a two-foot stop.	5 minutes 
<b>Puckhandling Stance (refine)</b>	1. Demonstrate and stress key points of the stance. 2. Have players take the basic stance and make corrections. 3. Line players up in puckhandling stance. Have them imagine a puck on their stick. Move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift weight to the right leg.	3 minutes 
<b>Stationary Puckhandling (refine)</b>	1. Have players move the puck from side to side out in front of the body. As puck is moved to the left, shift the weight onto the left leg. As puck is moved to the right, shift the weight onto the right leg. 2. Move stick to forehand side and move the puck from front to back. 3. Move stick to backhand side and move the puck from front to back. 4. Using only the top hand on stick – stick out in front of body – move puck from side to side. 5. Repeat 4. with bottom hand.	7 minutes 




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# LESSON PLAN C-3

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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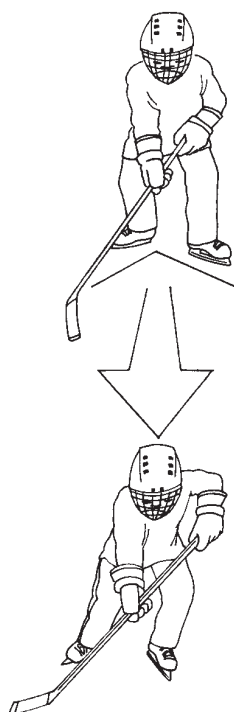
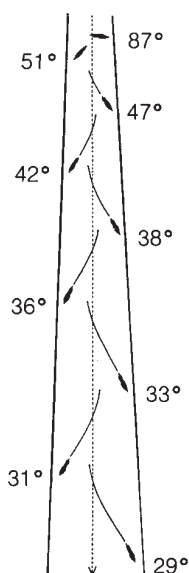


## SPECIFIC OBJECTIVES

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

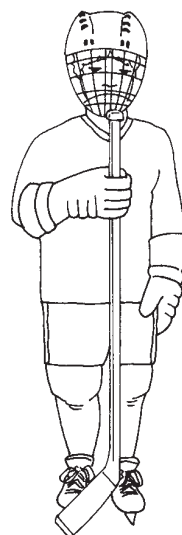
## KEY INSTRUCTIONAL POINTS

### 1. Front Star



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

### 2. Puckhandling Stance

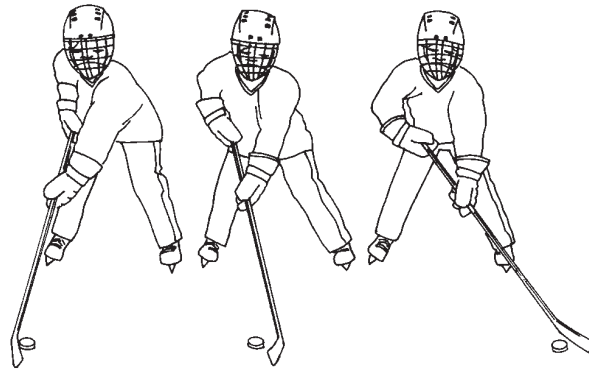
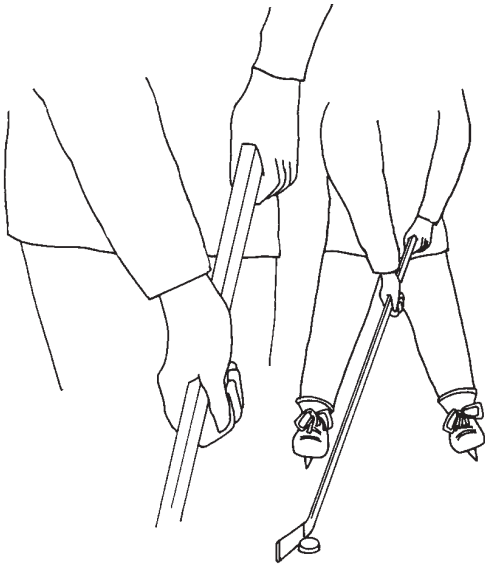


- a. Stick length: When on skates, the stick should come up to an area between the collar bone and the chin, so that free movement of the top hand in front of the body is possible.
- b. Stick lie: When assuming the correct skating stance, the blade should be flat on the ice.
- c. Younger players should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

# LESSON C-3



## 3. Stationary Puckhandling:



### d. The Grip:

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

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

## 4. Leg Lifts:



## TEACHING TOOLS NEEDED

- 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.

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



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# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

### WEEK 17



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# LESSON PLAN C-4

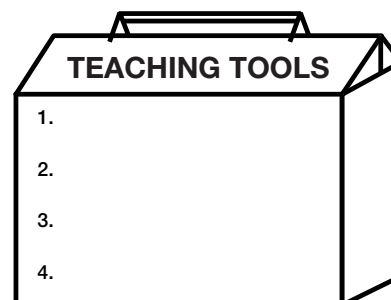
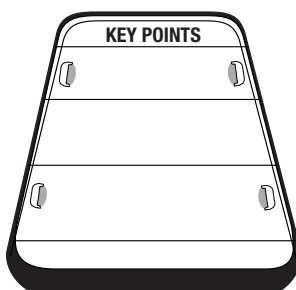


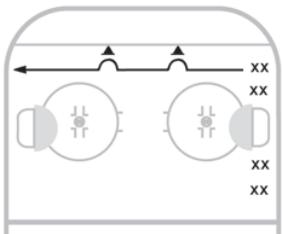

**COACH:** \_\_\_\_\_

**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) 	<p>Players are arranged in groups along side boards. All drills are done going from one side of the rink to the other. Players will skate to the first pylon and perform the required drill between the first and second pylons. Skate to the other end and remain in line.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Groin stretch: Do two lengths with each leg.</li> <li>Toe Touching: Do two lengths.</li> <li>Running the length of the ice. Repeat for two lengths.</li> <li>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.</li> <li>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.</li> </ol>	15 minutes 
Front Start – also involves push and glide and two-foot stop (review) 	<p>Same formation as the balance and agility drills:</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	8 minutes 



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# LESSON PLAN C-4

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




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# LESSON PLAN C-4



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

## LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

\_\_\_\_\_

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## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Backward Skating Stance:



- a. Skating backwards is like sitting in a chair.
- b. Keep the knees bent and the back straight.
- c. Feet and knees are shoulder width apart.
- d. Lower the center of gravity by keeping the seat down, bend at the knees and lower the hips.
- e. Weight is evenly distributed along the blade of each skate.

### 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:



- Player is in motion backwards.
- Lift one skate off the ice.
- Keep supporting leg under player's center of gravity.
- Keep blade of supporting skate flat on the ice, not on the edges.
- Maintain basic stance on supporting leg (slight flexion).
- Glide in a straight line.

## TEACHING TOOLS NEEDED

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



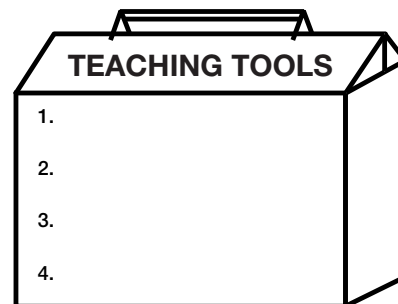
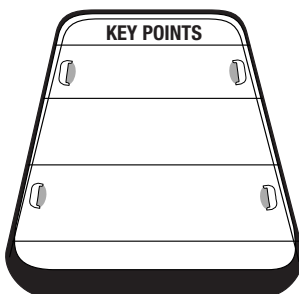
# LESSON PLAN C-5

**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. Players skate clockwise controlling a puck with their stick and skates.</li> </ol>	4 minutes 
<b>Balance and Agility (review)</b>  	<p>Players are arranged in groups along side boards. All drills are done going across the rink.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	15 minutes 
<b>Backward Gliding one and two feet (refine)</b>  	<ol style="list-style-type: none"> <li>1. Start on sideboards.</li> <li>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.</li> <li>3. Same as 2. but glide on one skate:               <ol style="list-style-type: none"> <li>a. Lift other skate out in front and glide in a straight line backwards.</li> <li>b. Lift other skate backwards and lean forward.</li> </ol> </li> <li>4. Do 3. with both left and right skate as the gliding skate.</li> <li>5. Do twice with each leg.</li> </ol>	5 minutes 








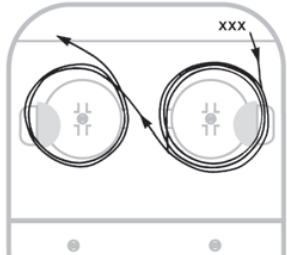

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# LESSON PLAN C-5



SKILL	DESCRIPTION	TIME
<b>Use of the Feet in Puckhandling (review)</b>	<p>Same formation as backward gliding. Players on side boards with pucks.</p> <ol style="list-style-type: none"> <li>1. Cross the ice controlling the puck in their skates. Repeat coming back.</li> <li>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.</li> <li>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.</li> </ol>	<p>5 minutes</p> 
<b>Backward C-cuts (refine)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Formation the same as for balance and agility.</li> <li>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.</li> </ol>	<p>7 minutes</p> 
<b>Backward V-stop (refine)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Same formation as C-cut.</li> <li>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.</li> </ol>	<p>5 minutes</p> 
<b>Glide Turn (review)</b> 	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Same formation as C-cut.</li> <li>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.</li> </ol>	<p>5 minutes</p> 
<b>Crossovers (review)</b> 	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Players start in one corner of the rink.</li> <li>3. Do crossovers on face-off circles – 2.5 times around each circle.</li> <li>4. Players can be sent 4-5 at a time or in some other manner.</li> <li>5. Do three times.</li> </ol>	<p>7 minutes</p> 




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# LESSON PLAN C-5

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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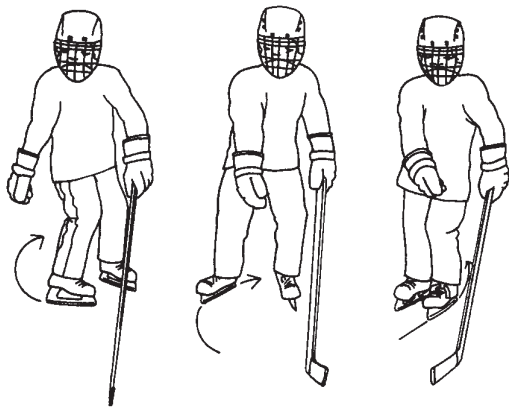


## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

### 1. Backward C-cuts:



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

### 2. Backward V-stop:



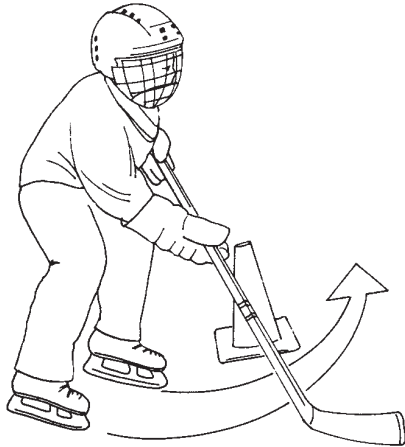
- a. Spread feet shoulder width apart.
- b. Toes of both skates are turned out and the heels are turned in.
- c. The body leans forward – this forces the inside edges of the skate against the ice.
- d. Slight bend in knees during first phase of the stop.
- e. Legs become extended during the final phase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



# LESSON C-5

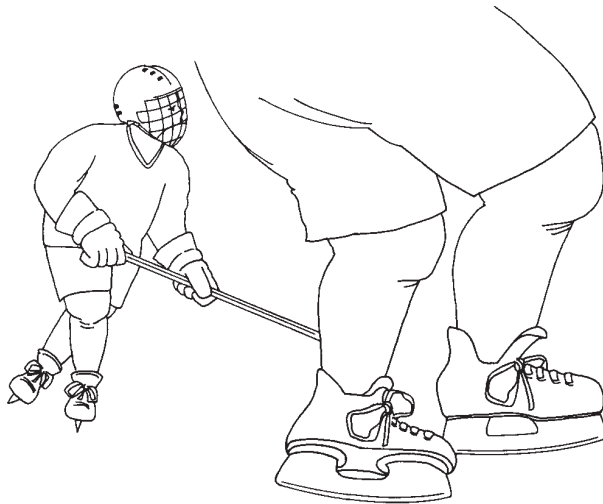


## 3. Glide Turns:



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

## 4. Crossovers:



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

- Skating on the circles.
- Push outside skate out towards the side, keeping the blade in contact with the ice until the leg is fully extended.
- 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.
- Lean into the circle from the waist down by pushing your hips into the circle and keeping your inside shoulder up.
- 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.
- The inside skate then pushes to full extension outward under the body, using the outside edge.
- When fully extended, return it quickly to its original position under the body and beside the outside skate.
- Repeat the sequence in a continuous manner, pushing with equal force with both strokes.
- Repeat going in both directions.

## TEACHING TOOLS NEEDED

- Lightweight pucks
- Pylons
- Cross-ice rink boards



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## AMERICAN DEVELOPMENT MODEL

# WEEK 18



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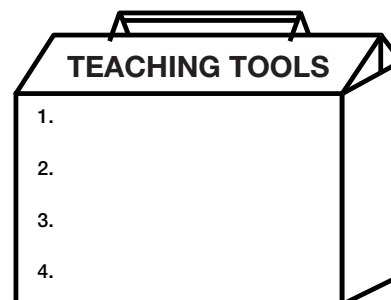
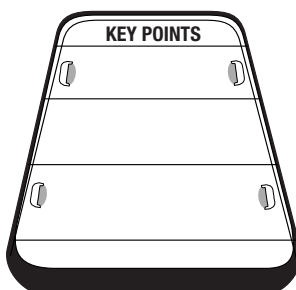
# LESSON PLAN C-6






**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_



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





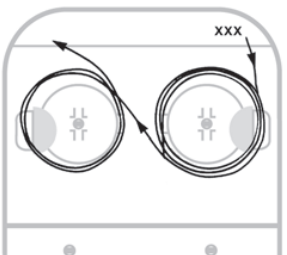




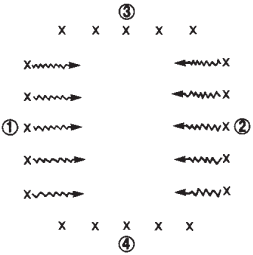

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# LESSON PLAN C-6



SKILL	DESCRIPTION	TIME
<b>Backward V-stops (refine)</b> 	<ol style="list-style-type: none"> <li>1. Same formation as for C-cuts.</li> <li>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.</li> </ol>	4 minutes 
<b>Crossovers (review)</b> 	<ol style="list-style-type: none"> <li>1. Players start in one corner of the rink.</li> <li>2. Do crossovers on circles. Go 2.5 times around each circle.</li> <li>3. Players can be sent 4-5 at a time or in some other manner.</li> <li>4. Repeat two times.</li> </ol>	5 minutes 
<b>Backward Push and Glide (refine)</b>	<ol style="list-style-type: none"> <li>1. Formation as in "C-cuts".</li> <li>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."</li> </ol>	6 minutes 
<b>Tight Turns (review)</b> 	<ol style="list-style-type: none"> <li>1. Demonstrate and review key points.</li> <li>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.</li> <li>3. Do tight turns to both left and right.</li> </ol>	5 minutes 
<b>Skating with the puck (refine)</b> 	<ol style="list-style-type: none"> <li>1. Players assigned to one of four areas.</li> <li>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.</li> </ol>	3 minutes 



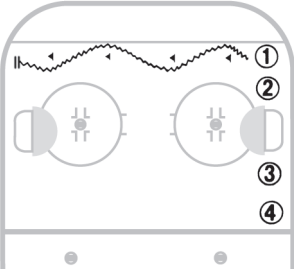


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# LESSON PLAN C-6

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

## LESSON SUMMARY

Successes: \_\_\_\_\_

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Areas of Improvement: \_\_\_\_\_

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AMATEUR HOCKEY ASSOCIATION ILLINOIS, INC.

MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL

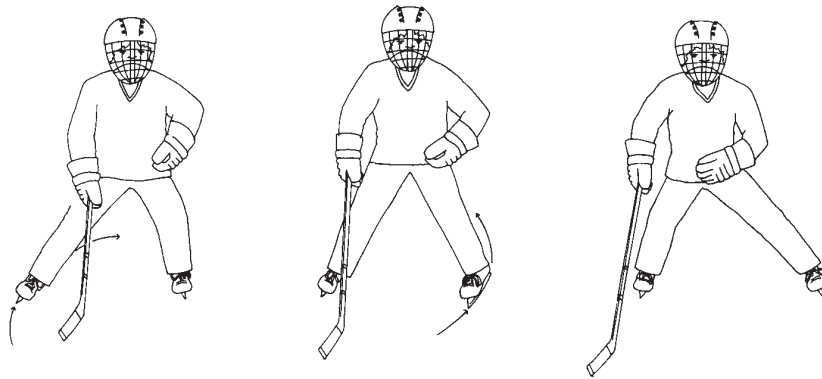


## SPECIFIC OBJECTIVES

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

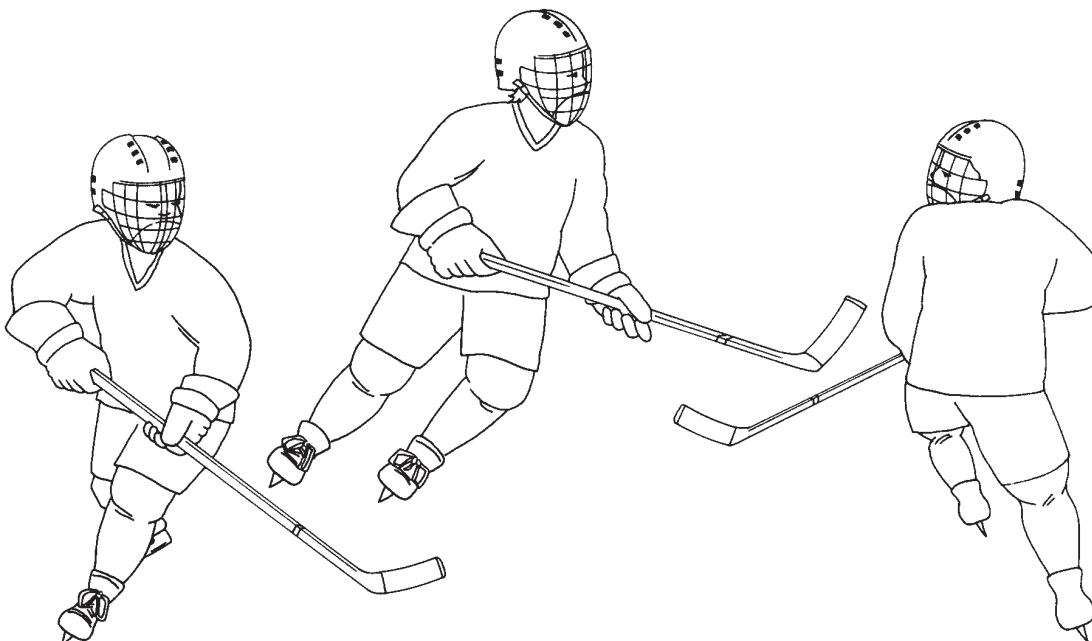
### 1. Backward push and glide:



- 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.
- 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.

## 3. Skating with the puck:

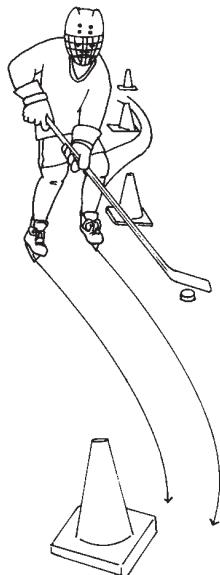
- a. Must be able to carry the puck without looking down.
- b. At first, try carrying the puck with quick glances down and then up.
- c. Use split vision to see puck on your stick.
- d. Keep puck out in front of body.
- e. Keep hands in front of body and on your stick.

# LESSON C-6

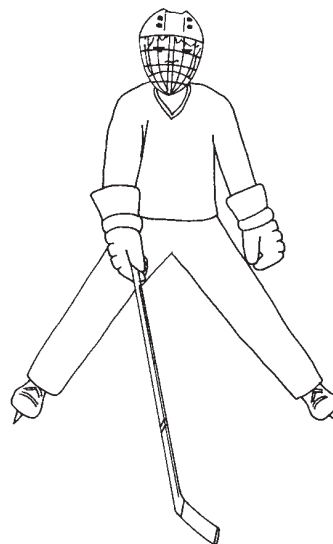


## 4. Weaving with puck:

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



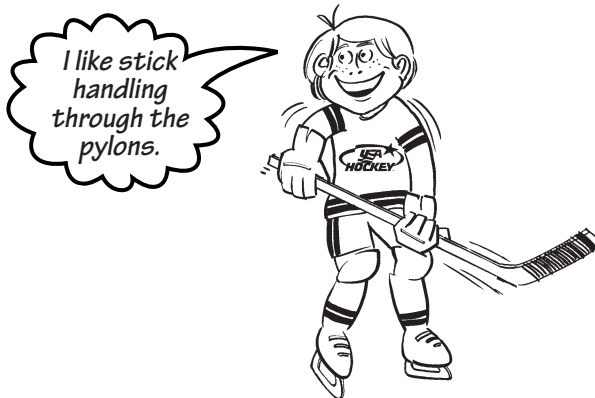
## 5. Lateral Groin Stretch:



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

## TEACHING TOOLS NEEDED

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



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# LESSON PLAN C-7

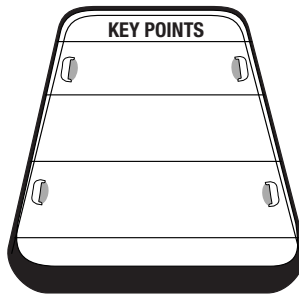


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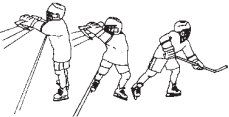
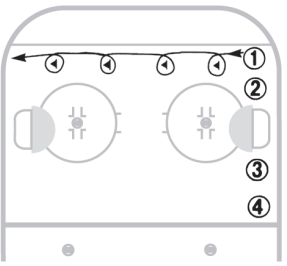
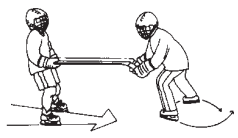
**TEAM:** \_\_\_\_\_

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TEACHING TOOLS	
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2.	
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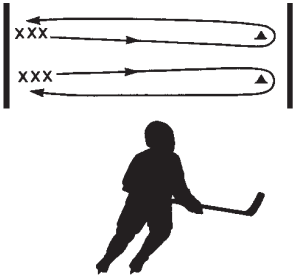



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>1. Players skate backwards in a counter clockwise direction. Practice C-cuts with left skate only and with right skate only.</li> </ol>	4 minutes 
<b>Balance and Agility (review)</b>  	Players are arranged in groups along side board. All drills are done going across the ice. <ol style="list-style-type: none"> <li>1. On signal the players skate across the ice doing exaggerated forward crossovers. Repeat four times.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Place four pylons across the ice.               <ul style="list-style-type: none"> <li>– Players start from the boards and circle each cone by doing a 360 degree turn.</li> <li>– Return by turning in the opposite direction.</li> <li>– Repeat two times each way.</li> </ul> </li> </ol>	15 minutes 
<b>Backward Push and Glide (refine)</b> 	Four stations – five minutes at each station. Change stations on a pre-determined signal.  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 



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

# LESSON PLAN C-7



SKILL	DESCRIPTION	TIME
	<ol style="list-style-type: none"> <li>Review backward one-foot stop. <ol style="list-style-type: none"> <li>Players line up facing the boards.</li> <li>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.</li> </ol> </li> <li>Combine one-foot stop and T-push. <ol style="list-style-type: none"> <li>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.</li> </ol> </li> </ol>	
<b>Open Ice Carry (review)</b>	<p>Same formation as balance and agility drills.</p> <ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players skate across the ice pushing the puck ahead with the bottom edge of the stick blade.</li> </ol>	5 minutes 
<b>Forehand Sweep Shot (refine)</b>	<ol style="list-style-type: none"> <li>Review and demonstrate key points.</li> <li>Players spread out around the boards.</li> <li>Players stand stationary about 10-12 feet from the boards. Each player has a puck. Shoot for a spot on the boards.</li> </ol>	5 minutes 
<b>Cool Down</b>	<ol style="list-style-type: none"> <li>Players skate clockwise performing stretching exercises from Lesson C-1 (Balance and Agility).</li> </ol>	1 minutes 

## LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

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AMATEUR HOCKEY ASSOCIATION ILLINOIS, INC.

**MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL**

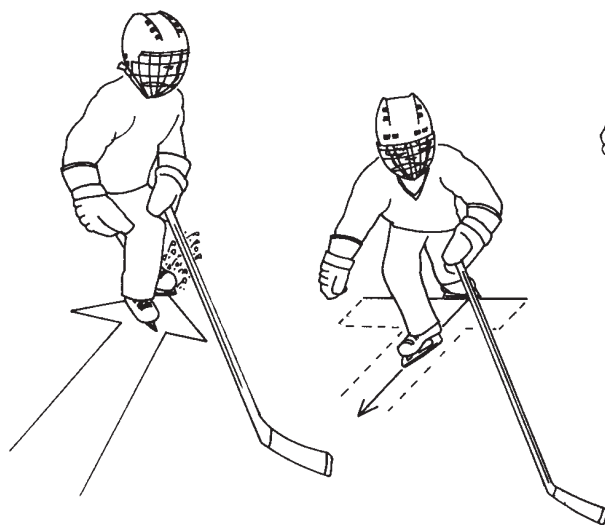


## SPECIFIC OBJECTIVES

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

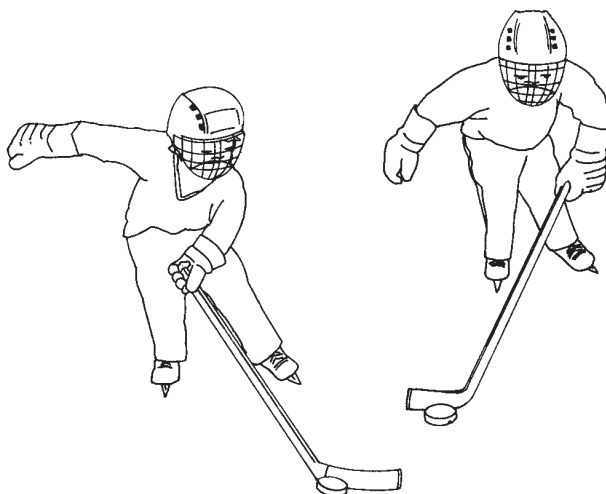
## KEY INSTRUCTIONAL POINTS

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



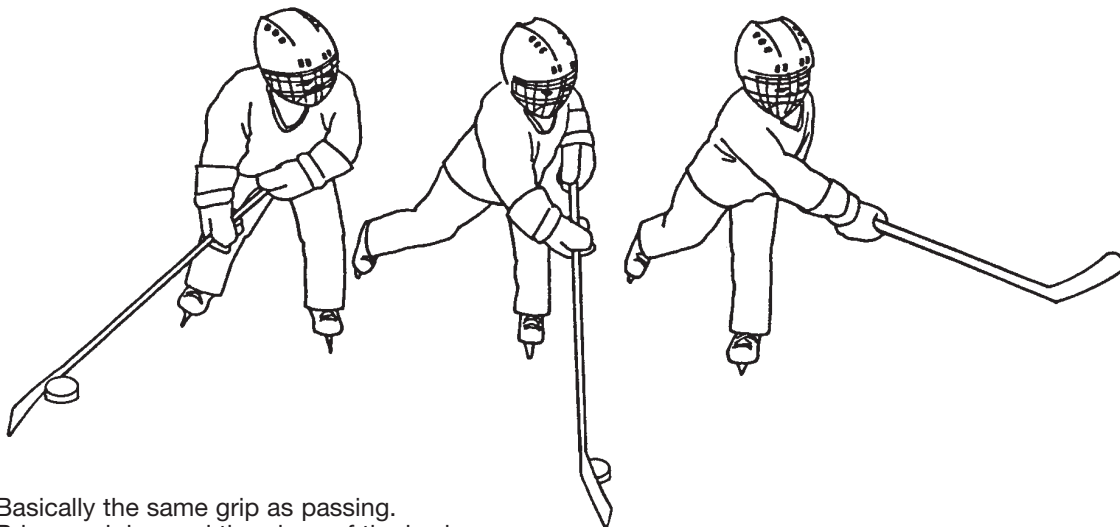
- a. Player is in motion backwards.
- b. Left leg extends and transfers weight to right leg.
- c. Left leg now being weightless begins to swing back.
- d. Shoulders, hips, and legs turn in a counter-clockwise direction as the left skate is planted in a braking position.
- e. Left knee is bent and the weight is transferred from the right leg to the left leg.
- f. The majority of resistance comes from the left skate.
- g. Right skate and knee move under the body.
- h. Skates are now in a position for a T-push start (Lesson C-1).

### 2. Open Ice Carry:



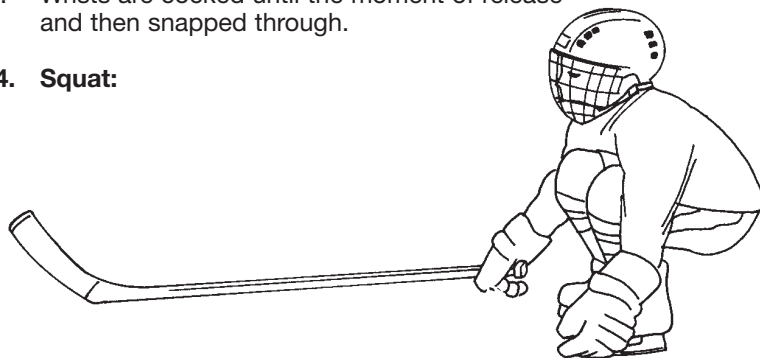
- a. Players have control of stick with top hand only.
- b. The puck is pushed ahead with the bottom edge of the stick blade. Should be done on both forehand and backhand side of the stick blade.
- c. Arm action is a slight forward thrust by straightening the arm at the elbow.
- d. Push the puck only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

## 3. Forehand Sweep Shot:



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

## 4. Squat:



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

## TEACHING TOOLS NEEDED

- Pylons
- Lightweight pucks
- Cross-ice rink boards

# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

# WEEK 19



AMATEUR HOCKEY ASSOCIATION ILLINOIS, INC.

MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL





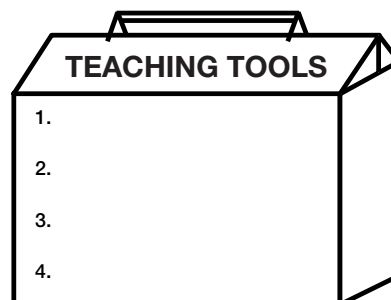
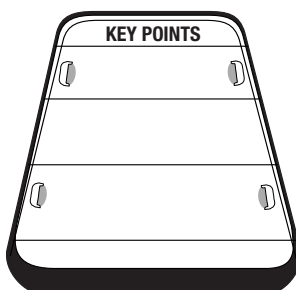
# LESSON PLAN C-8

**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_



SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate freely while maintaining control of the puck. The players can also incorporate puck control with the feet.	4 minutes 
<b>Balance and Agility (review)</b>  	<p>Divide players into three stations – five minutes at each station.</p> <p>Station No. 1: (One end zone)</p> <ol style="list-style-type: none"> <li>Players execute a tight turn around each pylon in the diagram given; execute a two-foot stop when you return to the original position.</li> <li>Same as (a) but do carrying a puck.</li> </ol> <p>Station No. 2: (Between the two blue lines.)</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p>Station No. 3: (Other end zone)</p> <ol style="list-style-type: none"> <li>Players do crossovers around circle No. 1 (2.5 times) and then go to circle No. 2 (two times).</li> <li>Send players at intervals.</li> <li>Do four times.</li> <li>Repeat 1. going backwards.</li> </ol>	15 minutes 
<b>Open Ice Carry (review)</b>  	<ol style="list-style-type: none"> <li>Use cross-ice format.</li> <li>Arrange players into four groups.</li> <li>All players with a puck.</li> <li>Players start with puck from the side boards and weave through the pylons.</li> <li>Perform an open ice carry from the third pylon to the far boards.</li> <li>Second player starts when first player reaches center.</li> </ol>	8 minutes 








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MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL



# LESSON PLAN C-8



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

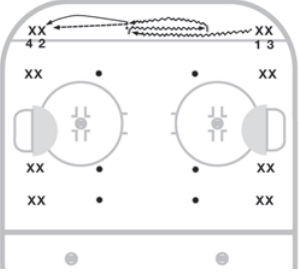



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SKILL	DESCRIPTION	TIME
<b>Game Time</b> 	<p>Relay formation – four teams going across the ice.</p> <p>Put dots on the ice using spray paint. Place dots 18-20 feet in front of players.</p> <ol style="list-style-type: none"> <li>1. Player X1 carries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

## LESSON SUMMARY

**Successes:** \_\_\_\_\_

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**Areas of Improvement:** \_\_\_\_\_

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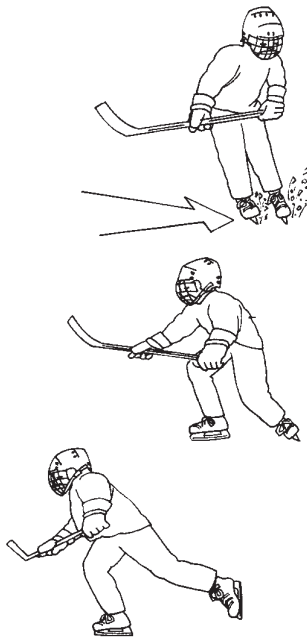


## SPECIFIC OBJECTIVES

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

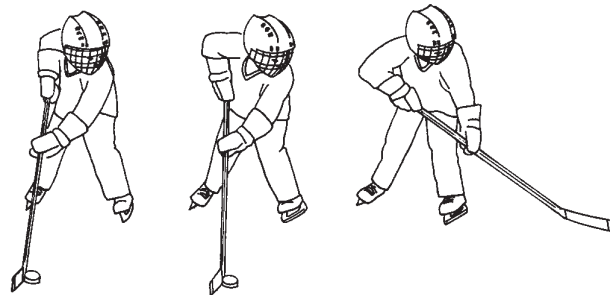
## KEY INSTRUCTIONAL POINTS

### 1. Two-foot Stop and T-push:



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

### 2. Backhand Sweep Shot:



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

# LESSON C-8

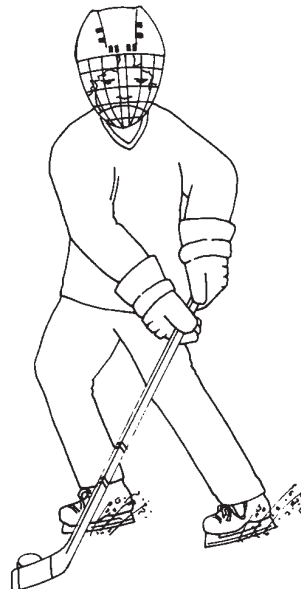


## 3. Stopping with the puck:



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

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



## TEACHING TOOLS NEEDED

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



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# LESSON PLAN C-9

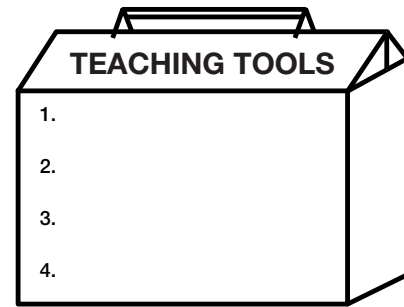
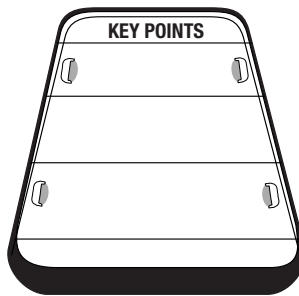


**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_











SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	5 minutes 
<b>Balance and Agility (review)</b>  	<p>Divide players into three stations – five minutes at each station.</p> <p><b>Station 1: (One end zone)</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Station 2: (Between blue lines)</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Cross the ice doing exaggerated forward crossovers.</li> </ol> <p><b>Station 3: (One end zone)</b> Set up course as shown.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Repeat.</li> </ol>	15 minutes 



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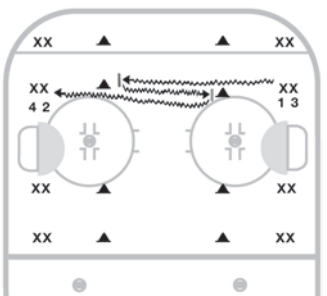

MITE 8 & UNDER AMERICAN DEVELOPMENT MODEL



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

# LESSON PLAN C-9



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_



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## SPECIFIC OBJECTIVES

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

## KEY INSTRUCTIONAL POINTS

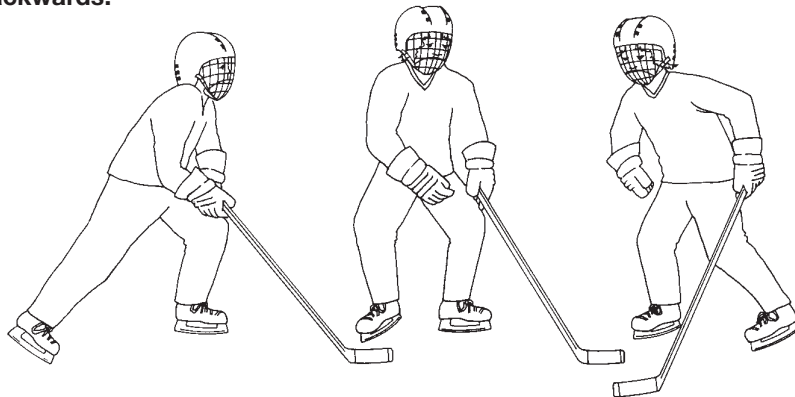
### 1. Front-foot Stop (inside edge):



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

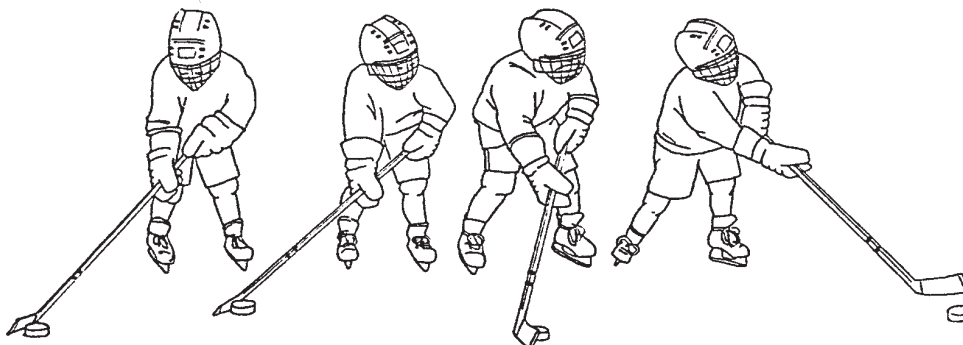
- a. From a regular skating stride, snap the skate of the front leg at a 90 degree angle to the direction of motion. Initiate with a rotating action of the hips and shoulders.
- b. The weight of the body is on the front leg.
- c. Pressure on the ice is applied on the inside edge and on the front part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

### 2. Pivot – forward to backwards:



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

## 3. Forehand Sweep Pass:

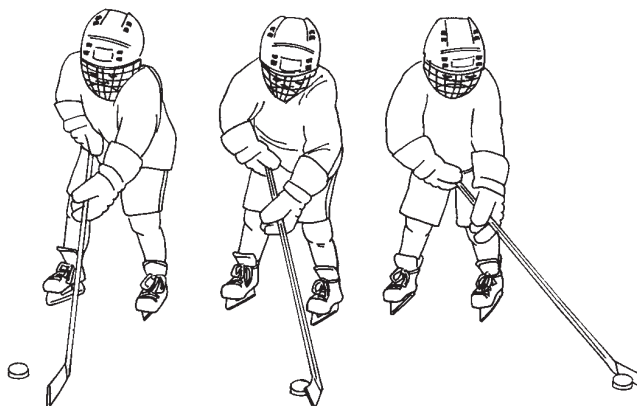


It is very important that each player has a stick that is not too long.

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

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

## 4. Receiving pass on forehand:



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

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

## TEACHING TOOLS NEEDED

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



# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

# WEEK 20



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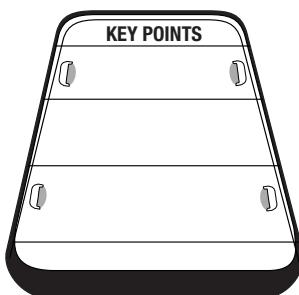
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# LESSON PLAN C-10

COACH: \_\_\_\_\_  
 TEAM: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 TIME: \_\_\_\_\_



**TEACHING TOOLS**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	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 
<b>Balance and Agility (review)</b>  <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: center; margin-right: 10px;">Station 1</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: center; margin-right: 10px;">Station 2</div> </div> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">Station 3</div> </div> </div>	Stations set up as in diagram. Six minutes at each.  <b>Station 1:</b> 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.  <b>Station 2:</b> Players do first without pucks. Include pucks part way through. Drill is performed in an area between the blue lines. Can be marked off with spray paint. 1. Player skates forwards and performs a two-foot stop. 2. Player immediately skates backwards and performs a backward V-stop. 3. Immediately go into a running forward start and repeat steps 1. and 2. 4. Do sequence three times. 5. Can also include backward one-foot stop and T-push.  <b>Station No. 3:</b> Players from C and D carry puck around face-off circles as indicated, going to the end of the other line.	18 minutes
<b>Pivot (Backwards to Forward) (review)</b>	1. Review and demonstrate key instructional points. 2. Have players start at sideboards. Take 4-5 strides to gain backward momentum. 3. Glide on one foot for three feet and then execute the turn. 4. Accelerate out of the turn skating forwards and execute a two-foot stop at far side. 5. Do on the same foot for 5-6 times. 6. Switch to the other foot and do 5-6 times.	8 minutes 



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# LESSON PLAN C-10



SKILL	DESCRIPTION	TIME
<b>Backhand Sweep Pass and Receive Stationary (refine)</b>	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Players partner off – approximately 18 feet apart.</li> <li>3. Practice backhand pass and receive.</li> </ol>	6 minutes 
<b>One-foot Stop – Front Foot (review)</b> 	<ol style="list-style-type: none"> <li>1. Review and demonstrate key points.</li> <li>2. Arrange players in groups along side boards.</li> <li>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.</li> <li>4. On the return use the left foot to stop with.</li> <li>5. Do two lengths with each.</li> </ol>	5 minutes 
<b>Pivot (Forward to Backwards) (review)</b> 	<ol style="list-style-type: none"> <li>1. Same formation as one-foot stop.</li> <li>2. On signal first player from each group skates forwards to the center where player pivots.</li> <li>3. Skate backwards to far end.</li> <li>4. Second player leaves when first player is at center.</li> <li>5. Also have players concentrate on forward and backward striding.</li> </ol>	6 minutes 
<b>Forehand Sweep Pass and Receive (refine)</b>	<ol style="list-style-type: none"> <li>1. Players partner off, approximately 18 feet apart.</li> <li>2. Practice forehand pass and receive.</li> <li>3. Move out to 30 feet after half the time.</li> </ol>	3 minutes 
<b>Game Time (review)</b>	Mini game using a lightweight puck. <ol style="list-style-type: none"> <li>1. Use small areas and play across the rink.</li> <li>2. Use pylons as goals.</li> <li>3. To score, the puck must hit the pylon.</li> <li>4. No goalies.</li> </ol>	10 minutes 

## LESSON SUMMARY

Successes: \_\_\_\_\_

\_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

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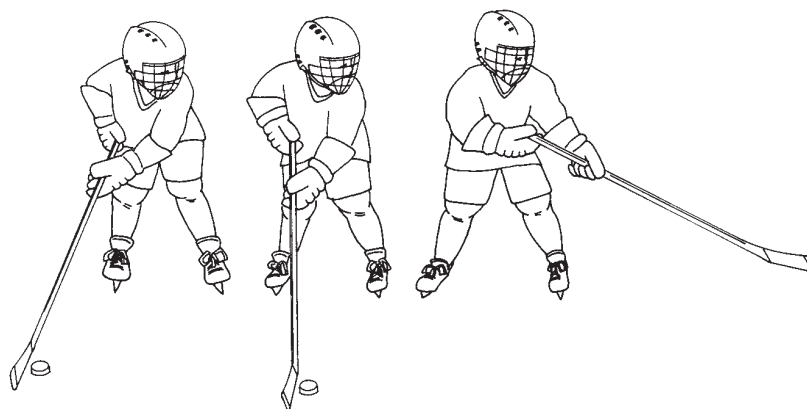


## SPECIFIC OBJECTIVES

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

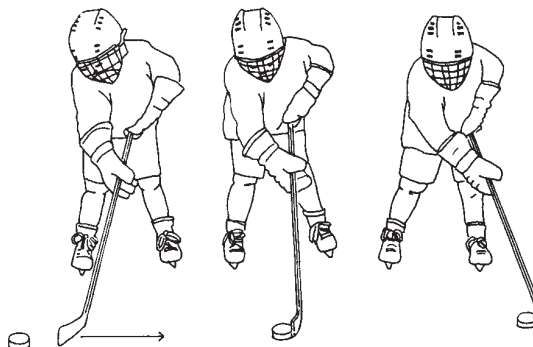
## KEY INSTRUCTIONAL POINTS

### 1. Backhand Sweep Pass:



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

### 2. Receiving pass on the backhand:

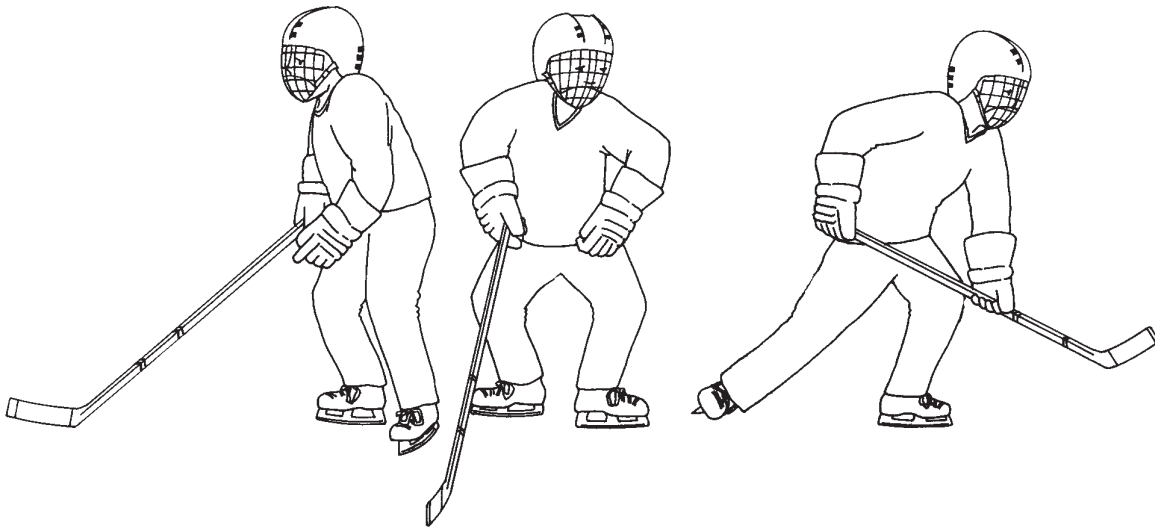


- a. Head up watching the puck, make eye contact with passer.
- b. Stick is on the ice for a target.
- c. Cup your stick and cushion the impact by relaxing the wrists. Look puck onto stick.
- d. Be prepared to pass.

# LESSON C-10



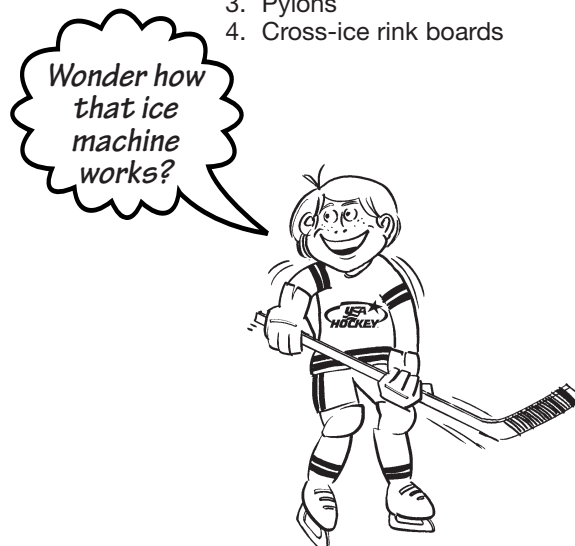
## 3. Pivot – backwards to forward:



- 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



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# LESSON PLAN C-11

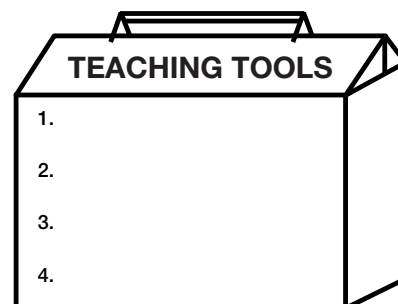
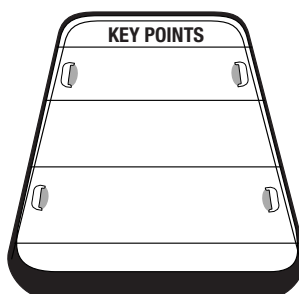


**COACH:** \_\_\_\_\_

**TEAM:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

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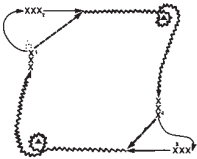





SKILL	DESCRIPTION	TIME
<b>Free Skate</b>	1. Players skate freely around ice surface, executing one-foot stops on the front foot. Practice with both left and right foot.	4 minutes 
<b>Balance and Agility (review)</b>  <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <b>Station 1</b>  </div> <div> <b>Station 2</b>  </div> </div> <b>Station 3 (not pictured)</b>  <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <b>Station 4</b>  </div> </div>	<p>Four Stations – five minutes at each station. Change stations on a pre-determined signal.</p> <p>Station 1: (Use one of the end zones.)</p> <ol style="list-style-type: none"> <li>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.</li> <li>Players stand along boards. On signal they follow course around the face-off circles. Second player goes when first player is out six feet.</li> </ol> <p>Station 2: (From one blue line to the red line.)</p> <ol style="list-style-type: none"> <li>Starting at sideboards, skate forward. On a given signal pivot and skate backwards to other side. Have players pivot to both left and right.</li> </ol> <p>Station 3: (From one blue line to the red line.) Starting from the sideboards take 3-4 strides to gain momentum and then:</p> <ol style="list-style-type: none"> <li>Review toe in.</li> <li>Review toe out.</li> </ol> <p>Do a. and b. with both left and right foot. Two widths each.</p> <ol style="list-style-type: none"> <li>Take squat position to far side. Three widths.</li> <li>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.</li> </ol> <p>Station 4: (Use other end zone.)</p> <ol style="list-style-type: none"> <li>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 X1 – can also do without puck.</li> </ol>	20 minutes 



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

## LESSON SUMMARY

Successes: \_\_\_\_\_

Areas of Improvement: \_\_\_\_\_

## SPECIFIC OBJECTIVES

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

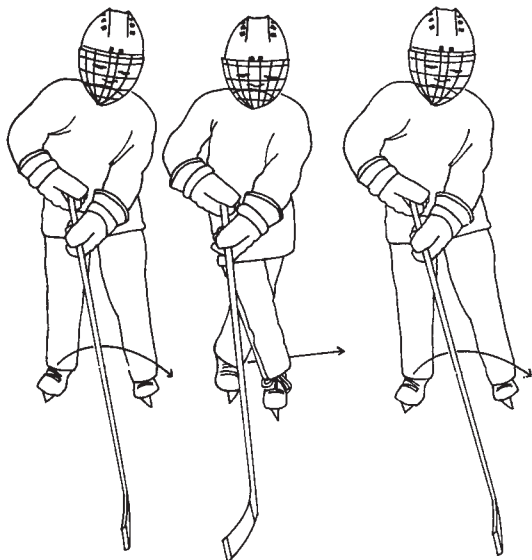
## KEY INSTRUCTIONAL POINTS

### 1. Lead pass to a moving target:

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

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

### 2. Lateral Movement – Crossovers:



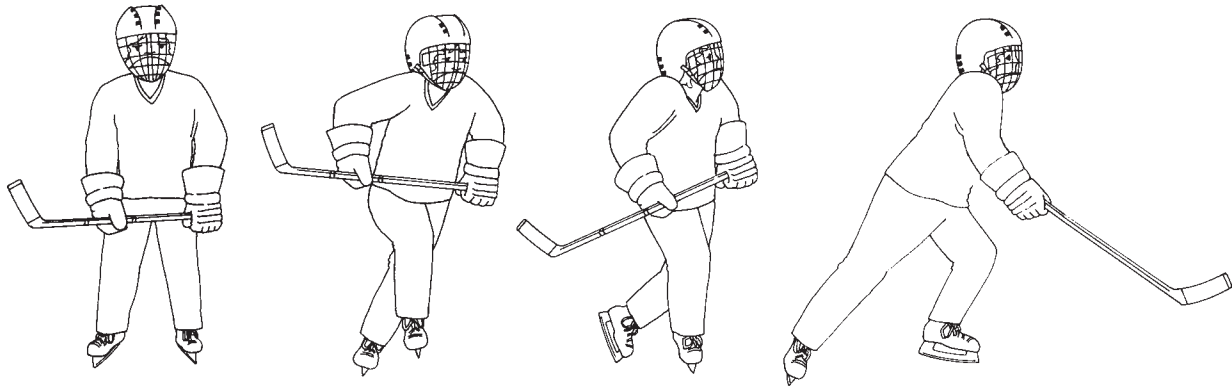
- a. Players start from the basic stance.
- b. The body moves at right angles to the direction of movement. Do not turn the body in the direction of movement.
- c. Steps must be taken flat-footed.
- d. Keep the stick out in front and on the ice.
- e. Walk slowly at first. As the players pick up the drill,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



# LESSON C-11



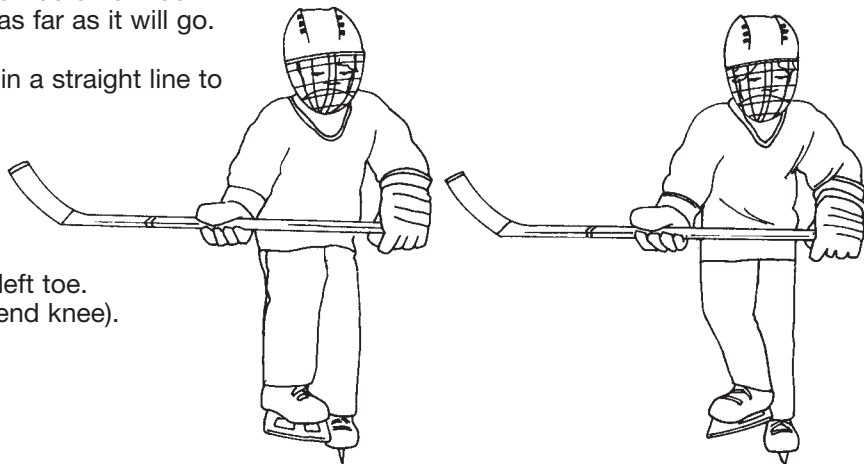
## 3. Front Start – Use Crossovers:



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

## 4. Toe In:

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



## 5. Toe Out:

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



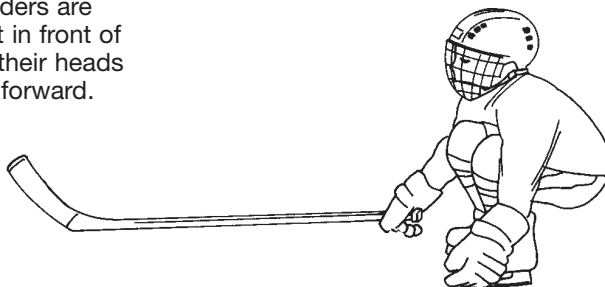
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## 6. Squat:

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



# MITE 8 & UNDER

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# OFF ICE



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## AMERICAN DEVELOPMENT MODEL: 8 & UNDER – Mites

“Agility, Balance, Coordination and Speed – The FUNdamental A, B, C’s”

### Sample Off-ice Session for 8 & Under Mites (30 minutes)

#### Equipment:

Mats, soccer balls for each group, 2 – 2X4's or 4X4's, 4 cones

#### Warm-up (5/5)

##### Movement:

Jog, skip, cross-over, shuffle run for 1 minutes

##### Stationary:

6 – Arm circles forward and backward

6 – Arm circles 1 arm forward and 1 arm backward

6 – Hip rotations each direction

6 – Upper body twists

##### Bloody Knuckles with Partner:

2 players face each other with hands extended. One player has palms facing up and the other with palms facing down. The palms of their hands are touching. The player with hands on the bottom (palms up) quickly tries to slap the hands of the partner with hands on top.

Jog, skip, cross-over run while performing arm circles forward, backward and 1 arm forward and 1 arm backward for 1 minutes

#### Instant Challenge (2/7)

Frog Stand – see if any of the players can hold a frog stand for 10 seconds

#### Coordination (5/12)

**Over-Under Relay** – Divide players up into teams of 5 to 10 and players line up in a row facing the back of the player in front of them. The relay begins with the player in front passing the ball over his head to the player behind him. The next player passes the ball between his legs to the player behind him. This over and under pattern continues until the last player in line receives the ball. The last player in line then carries the ball to the front of the line and starts the process again. The first team to return the players to their original positions, wins.

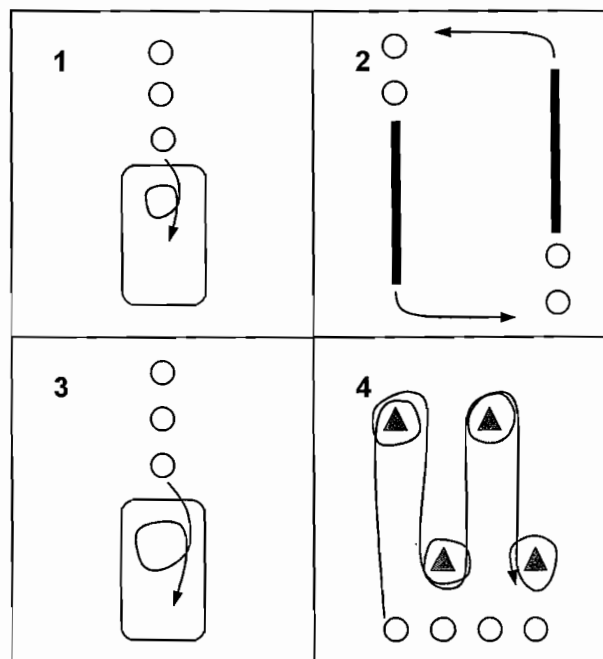
#### Agility, Balance, Coordination and Speed (24/36)

Stations – 6 minutes at each station:

- 1) **Forward Roll:** Players perform a forward roll onto the mat.
- 2) **Balance beam:** Walk the length of the board without falling off. Walk forward, side step and then backwards.
- 3) **Cartwheels:** Players perform a cartwheel on the mat. Lead with both right and left hand.
- 4) **Agility Run:** Players run forward and backward around the cones always facing the same direction.

#### Cool Down (4/40)

End with a light stationary stretch.



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# MITE 8 & UNDER

## AMERICAN DEVELOPMENT MODEL

# MISCELLANEOUS DRILLS



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# AMERICAN DEVELOPMENT MODEL: 8 & UNDER – Mites

"The goal for Mites is to leave the rink with a smile on their face every session"

## Sample 8 and Under Mite practice with 50 players

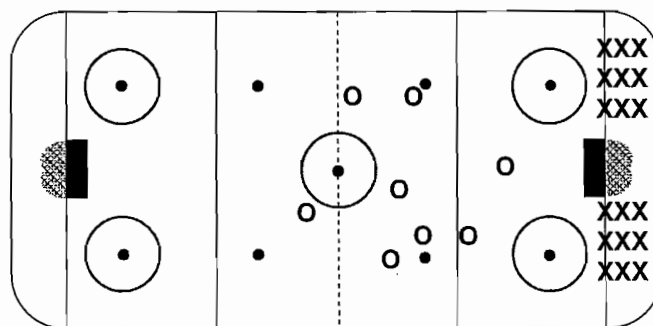
**Deep Freeze Game (tight turns)** 7/7  
 Start with one team of players as 'it' in the middle with the other teams at one end. On whistle, the players attempt to skate to the far end without being tagged by one of the 'it' players. If tagged they are frozen and stand with stick in hand and arm extended. To become un-frozen a free player must do a complete tight turn around the frozen player twice under the arm and stick.

Divide players into five groups based upon ability

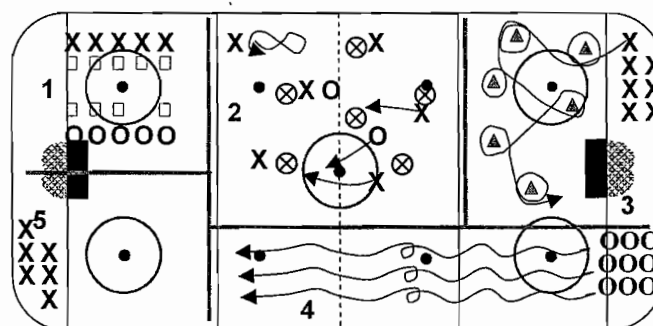
**Station Training (8 minutes per station)** 40/47

- 1) Balance – Hop over stick, 2 feet, 1 foot, bumper game
- 2) Tire Tag – Place several tires around the zone. Players are safe when in contact with a tire. Players can only stay at a tire for five seconds and then they must move, players can't return to the same tire without tagging a new tire. If a player is tagged by an 'it' player they must move to the side and perform a hockey skill of the coaches choice before they can return to the Game. (Sample: 3 tight turn figure 8's)
- 3) Stickhandling – Control puck through cones Add wide dribble at each cone for more advanced players.
- 4) Agility Maneuvers – Run on skates, log rolls drop to one knee, drop to two knees, spin on knees, forward role, high jumps etc...
- 5) Skating Cross-overs – Add in hand slide for more advanced skaters.

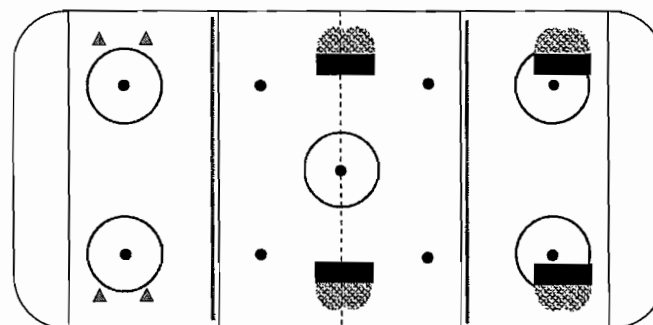
**Games in 3 Zones** – Play cross ice hockey with two teams in one end zone and two teams in the middle zone. Play soccer with the 5<sup>th</sup> team in the other end zone



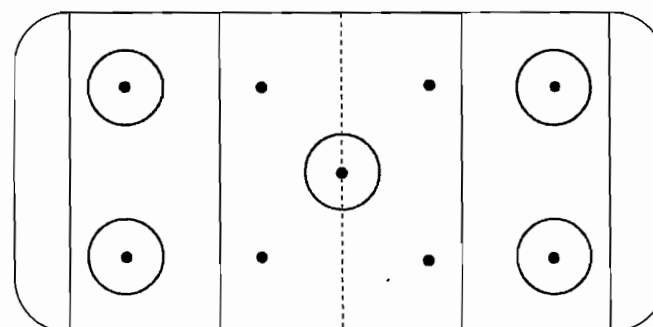
Deep Freeze can be used to practice a variety of skills



5 Stations – 8 minutes per station



Games in 3 Zones

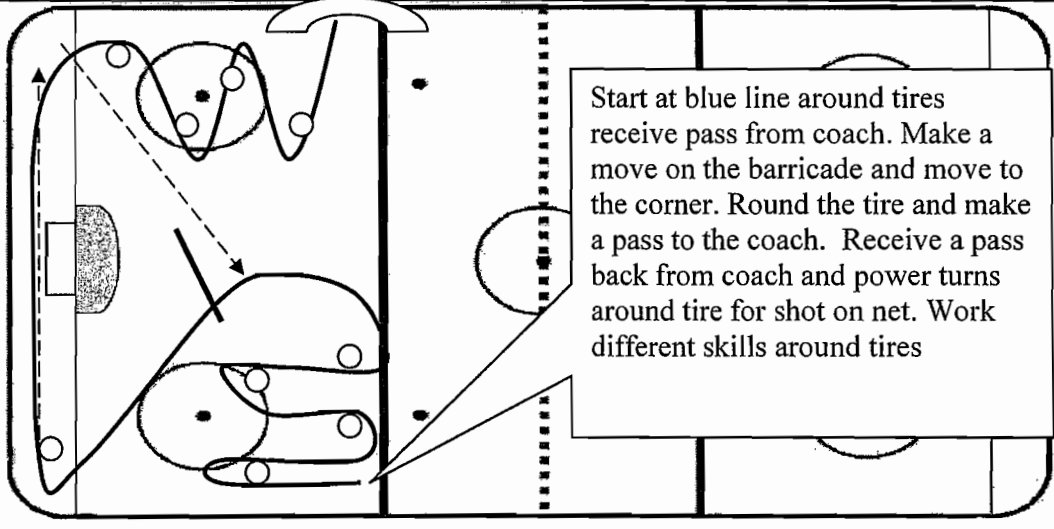


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## Obstacle Course for Multitasking

<p>Practice Time:                      Location:                      Date:</p> <p>The Purpose of this obstacle course is to work many different skills and to make players react given many different situations (Multi-tasking)</p> <p>“Practice with Purpose”</p>	<p style="text-align: center;">Time</p>
<p>Large Tires, Small Tires and Barricades</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;">  <p>Start at blue line around tires receive pass from coach. Make a move on the barricade and move to the corner. Round the tire and make a pass to the coach. Receive a pass back from coach and power turns around tire for shot on net. Work different skills around tires</p> </div>	<p style="text-align: center;">Start-Stations</p>



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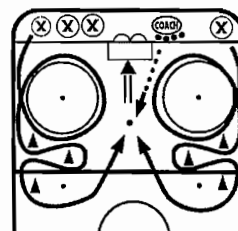
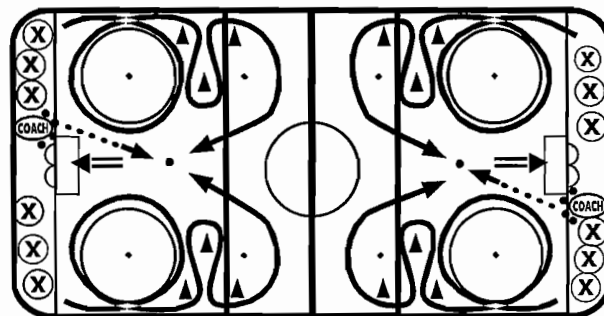
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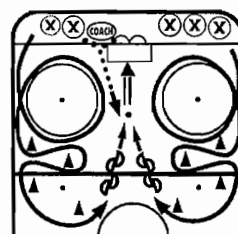
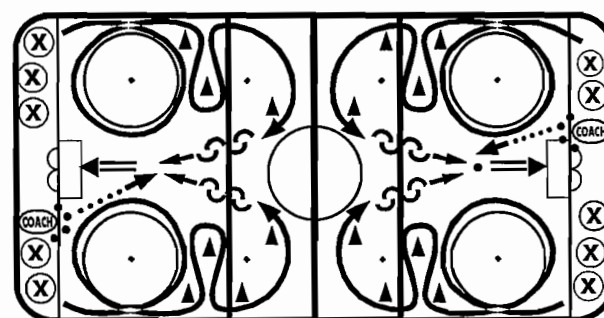
### CIRCLE CROSSOVERS - CONTROL TURNS - RACE

1. Form a line in each corner and set up three cone triangles near blue line
2. First player in each line does crossovers on circle and control turns on 3 cones
3. First player to puck gets to shoot



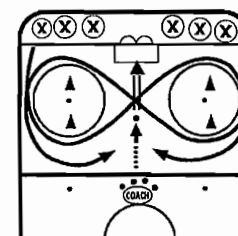
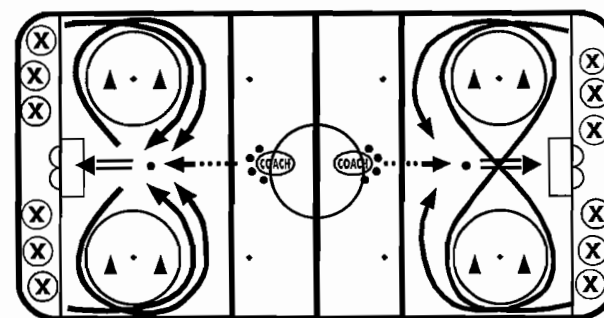
### CIRCLE CROSSOVERS - CONTROL TURNS - BACKWARD STEP-OUT - RACE

1. Form a line in each corner, set up three cone triangle near blue lines and one cone near red line
2. First player in each line does crossovers on circle, three control turns, backwards at cone and backward step-out at blue line
3. First player to puck gets to shoot



### FIGURE 8 CROSSOVERS RACE

1. Form a line in each corner
2. First player in each line does forward crossovers in figure 8 motion on both circles
3. First player to the puck gets to shoot



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## AMERICAN DEVELOPMENT MODEL: 8 & UNDER – Mites

"The goal for Mites is to leave the rink with a smile on their face every session"

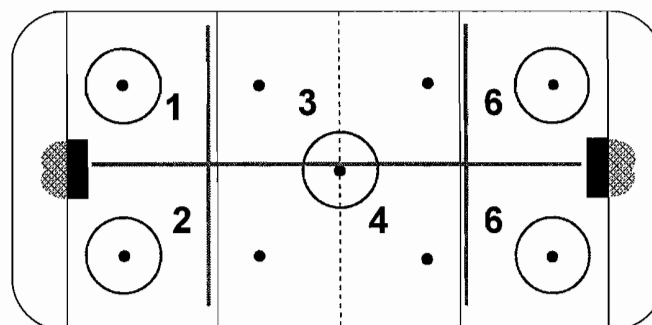
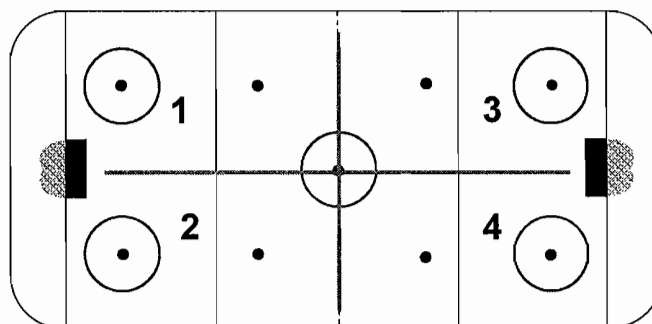
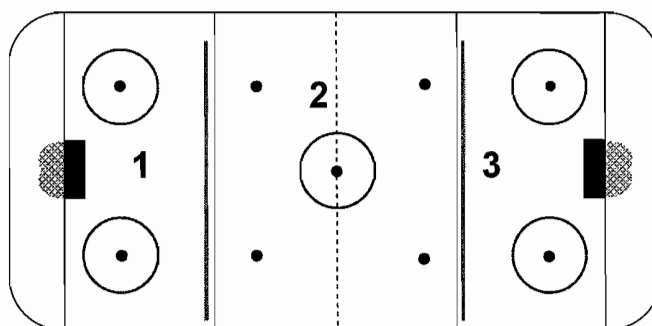
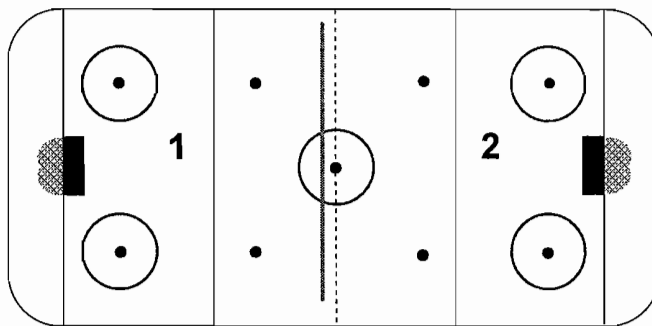
### ***Ice Utilization for Mites***

***Depending upon the size of the group and the skills or tactics that the practice is designed to cover, the ice surface can be broken up into different zones or stations. Coaches can use cones or the cross-ice dividers to break up the ice in the most accommodating fashion.***

***For mites the focus is on individual skills and fun games/activities that work those basic skills. This can be cross-ice or half-ice mini hockey games or activity games that work on the A, B, C's, agility, balance, coordination and speed that is so important for this age group.***

***By sharing ice between multiple teams, ice costs are reduced and the best coaches in the age group now play a role in developing more kids than the ones on their own team. This provides the opportunity for less experienced coaches to be around the better ones in their own association and learn.***

***Each group or station should have at least one coach to monitor and instruct within that zone. A lead coach then can monitor time, and the logistics within the overall practice.***



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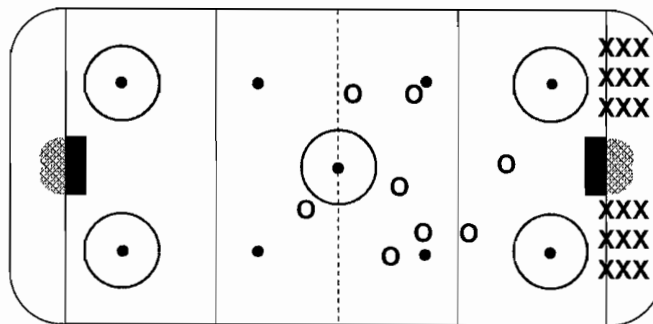
# AMERICAN DEVELOPMENT MODEL: 8 & UNDER – Mites

"The goal for Mites is to leave the rink with a smile on their face every session"

## Sample 8 and Under Mite practice with 50 players

### Deep Freeze Game (tight turns) 7/7

Start with one team of players as 'it' in the middle with the other teams at one end. On whistle, the players attempt to skate to the far end without being tagged by one of the 'it' players. If tagged they are frozen and stand with stick in hand and arm extended. To become un-frozen a free player must do a complete tight turn around the frozen player twice under the arm and stick.

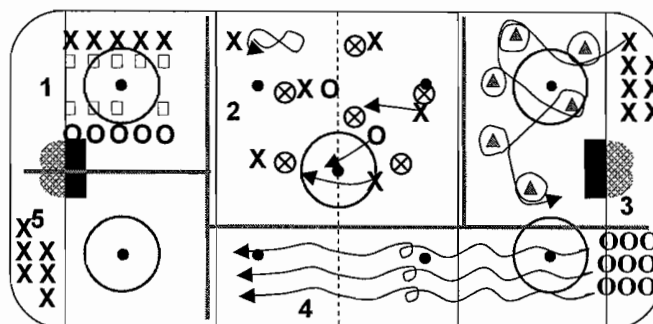


Deep Freeze can be used to practice a variety of skills

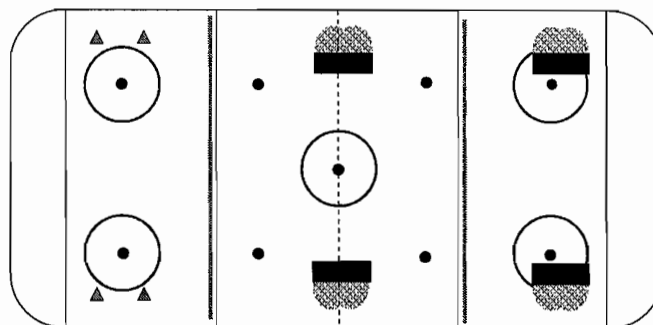
### Divide players into five groups based upon ability

#### Station Training (8 minutes per station) 40/47

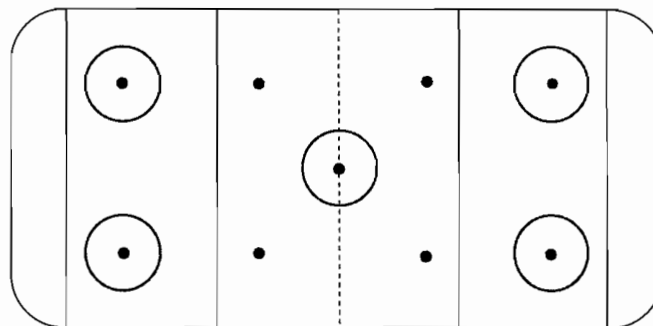
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5 Stations – 8 minutes per station



Games in 3 Zones



Games in 3 Zones – Play cross ice hockey with two teams in one end zone and two teams in the middle zone. Play soccer with the 5<sup>th</sup> team in the other end zone

