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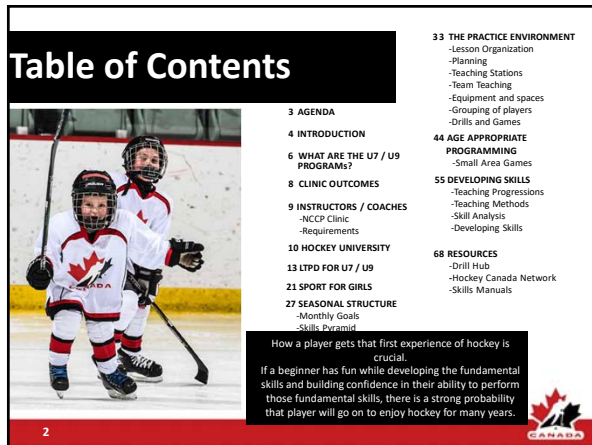
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# Introduction


LEAD, DEVELOP AND PROMOTE  
POSITIVE HOCKEY EXPERIENCES



**TOM RENNEY**  
Chief Executive  
Officer, Hockey  
Canada


Hockey is Canada and Canada is hockey.

Let's face it – hockey is a touchstone of Canadian life. It is Canada's national theatre and it is the chatter of the country. Hockey is more than a sport for Canadians, it is a part of the country's heart and soul.



VISION: WORLD SPORTS LEADERS

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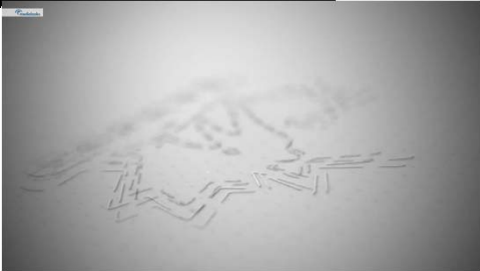
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# Introduction



The U7 Program is the foundation of Hockey in Canada!

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# What are the U7 and U9 Programs?

- Both the U7 and U9 Programs are progressive, learn to play teaching curriculums. Children learn through participating in practice drills and informal modified games
- Consists of four phases of instruction, designed for any entry level hockey player.
- Introduces the skills of skating, passing, puck control and shooting in a progressive one step at a time manner



The main goal is to make the beginner's first impression of hockey a good one! When Players get started on a positive note the automatically enjoy the game and usually go on to have fun playing hockey for many years

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## What are the U7 and U9 Programs?

❖ Comprehensive programs for the development of young children as hockey players.

❖ Focus is on skill development and **FUN** without the pressures of winning.

❖ Aims to create participants and instructors who will continue in the game.

❖ Motto is Fun, Fitness, and Fair Play

### THE OBJECTIVES OF THE PROGRAMS

- ❖ To learn the basic skills required to play the game of hockey.
- ❖ To develop an understanding of basic teamwork through participation in a variety of activities and game situations.
- ❖ To create and refine basic motor patterns.
- ❖ To develop self-confidence and experience personal achievement within a positive team atmosphere.



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## Clinic Outcomes

❖ To enhance the theory taken in the On-line Hockey University course with practical learning experiences in the classroom and on ice

❖ To enhance the use of resources available to coaches

❖ To provide practical coaching tools for immediate implementation.



Coaches / Instructors are expected to provide a safe environment, to communicate in a positive way, to teach fundamental skills and tactics, to teach the rules, to give direction during games, to help young people become fit and to help young people develop character.

It is the coach / instructor's responsibility to create an environment that is a positive experience for all.

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## Instructors / Coaches

**U7 / U9 Coaching Pathway**  
 -Hockey University – On-line Module  
 -Coach 1 – Intro to Coach in class and on ice clinic  
 -RIS – Activity Leader – On-line module



### Continuing Education Opportunities

- NCCP Instructional Stream
- Skating Clinic
- Skills Clinic
- Small Area Games Clinic

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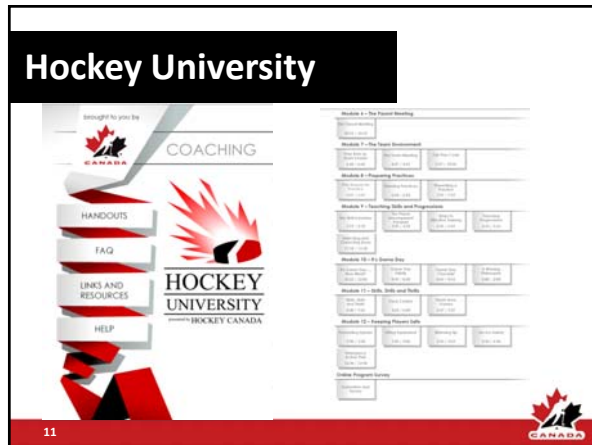
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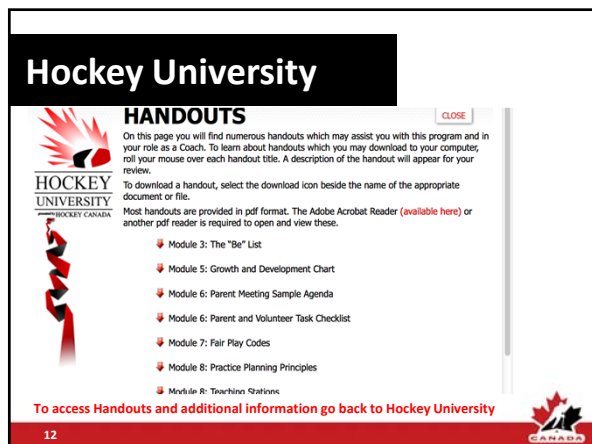
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## Long Term Player Development



Maximizing Every Player's Potential

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## What is Long Term Player Development?



The Hockey Canada Long Term Player Development model (LTPD) is a framework to maximize a player's potential and long term involvement in sport over the course of his/her life.

This potential can be maximized by:

- ❖ Focus on supporting the complete player not just the athlete training and competition.
- ❖ Introduce athletic skills in a systematic and timely way
- ❖ Recommend other sports, cross training methods to get away from hockey and avoid burn out
- ❖ Remove the focus of winning at all levels and age

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## What is Long Term Player Development?




**HOCKEY CANADA LONG TERM PLAYER DEVELOPMENT PLAN**  
HOCKEY FOR LIFE, HOCKEY FOR EXCELLENCE



- ❖ Ensures an early focus on physical literacy - upon which excellence can be built,
- ❖ Ensures that optimal training, competition, and recovery programs are provided throughout the athlete's career
- ❖ Provides an optimal competition structure for the various stages of athlete development.

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## What is Long Term Player Development?

Research has concluded that it takes a minimum of **10 years** and **10,000 hours** of deliberate training for a talented player to reach elite levels. **This does not mean sport specific – it refers to the fact that it takes a long time to get to elite levels in sport, but that every athlete has the potential**

**This means before the 10 year or 10,000 hour rule comes into play:**

- 1) A player must have developed the fundamental skills
- 2) Be physically literate

**For a player and coach this translates into slightly more than 3 hours of training or competition daily for 10 years.**  
(Multisport / Multi- activity)





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## What is Long Term Player Development?

### Drawbacks in our Development System

- ❖ Over-competing & under training
- ❖ Fundamental movement skills and sport skills are not taught properly.
- ❖ Preparation geared to short-term outcomes
- ❖ Knowledgeable coaches at the elite levels
- ❖ Competition system interferes with athlete development
- ❖ Early specialization is demanded

There is a need to better educate parents on the hockey development of their child. **It is okay for parents to want their kids to get to the highest levels but they need to know the best way to go about it.**





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## What is Long Term Player Development?

### Consequences - What are the results of these drawbacks?

- ❖ Poor movement abilities.
- ❖ Lack of proper fitness.
- ❖ Poor skill development.
- ❖ Bad habits developed from over-competition focused on winning.
- ❖ Undeveloped and unrefined skills due to under-training.
- ❖ Children not having fun as they play adult-based programs.





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## What is Long Term Player Development?

The 2 most important aspects of Minor Hockey Association development are:

- 1) Consistency in the coaching philosophy
- 2) Consistency in what the coaches are teaching.

A Minor Hockey Association's success from a coaching / player standpoint will be based on 3 main aspects:

- 1) Enjoyment of players coming to the rink everyday
- 2) Improvement of players' skills
- 3) Developing of players to play at the next level

**" Don't be a player's last Coach"**



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## What is Long Term Player Development?

Keep as many kids as possible playing at as high a level as possible For as long as possible

By implementing a **standardized technical curriculum and methodology for instruction**, your association is building a foundation for athletes to enjoy the game of hockey and reach their potential.

While it should be the goal of each team to be successful, the player development process should be at the forefront of each team and this **development component must not be compromised.**



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## Importance of Sport for Girls

- ❖ Hockey helps girls develop the core skills required for a healthy and successful life.
- ❖ Girls and who play sports are also more likely to develop a positive self-image and experience overall improvements in their health and well-being.
- ❖ Girls involved in sports see better academic outcomes than those who are not, and 94% of women who hold C-suite positions participated in sports in their youth.
- ❖ A strong work ethic, an appetite for collaboration and the ability to maintain perseverance are all results of participation in sports.



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## Importance of Sport for Girls

**BY AGE 14, GIRLS DROP OUT OF SPORT AT TWICE THE RATE OF BOYS**

- ❖ Not having fun is a top-four reason that girls leave sports.
- ❖ The top three factors that make sports fun for girls are positive team dynamics, trying hard and positive coaching.
- ❖ Positive team dynamics are about girls feeling a sense of acceptance and belonging, which results in them trying hard and performing well.
- ❖ Positive coaching is achieved when players are treated with respect, the team is encouraged and coaches joke around and participate in practice activities.



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## Importance of Sport for Girls

**TIPS FOR KEEPING GIRLS IN THE GAME**

- ❖ Use gender-neutral phrases such as player-to-player or individual defence, instead of man-to-man defence.
- ❖ Refrain from "you play/skate/shoot/etc. like a girl" as a derogatory remark – suggesting all women's and girls' skills are inferior. The successes of athletes and coaches have many Canadians aspiring to perform *like a girl*.
- ❖ Focus on athletic competence and accomplishments. Use unbiased adjectives and adverbs to describe athletes (e.g. athletic, skilled, powerful, focused, committed) rather than using descriptors that emphasize their femininity, sexuality or other stereotypical labels (e.g. tomboy, pretty, nice).



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## Importance of Sport for Girls

**TIPS FOR KEEPING GIRLS IN THE GAME**

- ❖ Refrain from using men's sports as a yardstick to measure the success or skill of women and girls. Value women's sports for their exciting and competitive nature, and highlight the successes of Canada's National Women's Team.
- ❖ Make an effort to profile different members of Canada's National Women's Team throughout the season, focusing on their skills, achievements and contributions.
- ❖ Close personal relationships with teammates are often a key reason that girls come to practice. Provide structured social time before, during or after practices bi-weekly through incorporating ice-breakers, fun games or discussions so players can connect and share their experiences.



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## Importance of Sport for Girls

**TIPS FOR KEEPING GIRLS IN THE GAME**

- ❖ Invite a local female leader in your community to speak to your team. Speaker options are not limited to hockey players or coaches but can include a local business leader, a strong community volunteer, an athlete from a different sport, etc.
- ❖ Host a Bring a Friend/Try Hockey event. Encourage each of your players to introduce one of their friends to hockey. Hockey Canada's Esso Fun Day program provides funding to local hockey associations to offer an opportunity for girls to try hockey for free. More information can be found at [hockeycanada.ca/essofundays](http://hockeycanada.ca/essofundays).



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## Importance of Sport for Girls

**GIRLS IN HOCKEY NEED WOMEN IN HOCKEY**

- ❖ Women in coaching encourage girls to start and stay with hockey so they gain an advantage on and off the ice throughout life.
- ❖ Women in coaching encourage girls to be brave and have an opinion, and the result is a generation of girls that are unstoppable and know it.
- ❖ Invite moms of players on your team to volunteer in an active coaching role. The We Are Coaches program provides free, women-only coaching clinics. Find more information at [hockeycanada.ca/wearecoaches](http://hockeycanada.ca/wearecoaches).
- ❖ Invite young women, especially current or former players, to think about coaching. Inviting an older team in your LHA or your local university team to take turns volunteering during practices will provide your players with incredible role models and a vision of the future playing opportunities they have.



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## SEASONAL STRUCTURE

**U7-AGE 5-6**

**U9-AGE 7-8**

**U7 ( 5 & 6 Year Olds ) games will be cross ice with the ability to go to half ice games as of January 15 of the current playing year**

**U9 ( 7 & 8 Year Olds ) games will be half ice with the ability to go to full ice games as of January 15 of the current playing year**



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## SEASONAL STRUCTURE



**PLAYER DEVELOPMENT PYRAMID**

Progression: U15 / U18, U11, U9, U7

The emphasis of Hockey Canada's U7 and U9 Programs is on teaching technical skills and individual tactics. This foundation of skills will enhance a player's enjoyment of the game.

**U7 Breakdown:**

| Category           | Percentage |
|--------------------|------------|
| Technical Skills   | 80%        |
| Individual Tactics | 15%        |
| Team Tactics       | 5%         |
| Team Play          | 0%         |
| Strategy           | 0%         |

**U9 Breakdown:**

| Category           | Percentage |
|--------------------|------------|
| Technical Skills   | 75%        |
| Individual Tactics | 15%        |
| Team Tactics       | 10%        |
| Team Play          | 0%         |
| Strategy           | 0%         |

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## SEASONAL STRUCTURE



| SEPTEMBER   | OCTOBER   | NOVEMBER                                       | DECEMBER                                       | JANUARY  |
|---|---|--|--|--|
| Technical Skills - Introduce / Develop              | Technical Skills - Introduce / Develop              | Technical Skills - Introduce / Develop         | Technical Skills - Develop                     | Technical Skills - Refine                      |
| Skating<br>- Agility<br>- Balance<br>- Coordination | Skating<br>- Agility<br>- Balance<br>- Coordination | Skating<br>- Agility<br>- Quickness<br>- Speed | Skating<br>- Agility<br>- Quickness<br>- Speed | Skating<br>- Agility<br>- Quickness<br>- Speed |
| Puck Control<br>- Stationary / Moving               | Puck Control<br>- Stationary / Moving               | Puck Control<br>- Moving<br>- Dribbles         | Puck Control<br>- Moving<br>- Dribbles         | Puck Control<br>- Moving<br>- Dribbles         |
| Fun Games   | Fun Games   | Passing<br>- Stationary                        | Passing<br>- Stationary                        | Passing<br>- Stationary / Moving               |
|   |   | Fun Games                                      | Fun Games                                      | Fun Games                                      |
|   |   |  |  | Relays   |
|   |   |  |  | Competitive Drills                             |

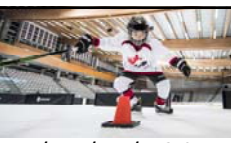
**SEPTEMBER / OCTOBER**

- Ideally there are no tryouts or evaluations to begin, all players should be doing "Hockey School".
- Players can be grouped by skill
- Multiple Skills Stations being to maximize time on ice

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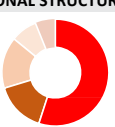
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## SEASONAL STRUCTURE



| FEBRUARY  | MARCH   | APRIL   | MAY / JUNE / JULY / AUGUST                    |
|---|---|---|---|
| Technical Skills - Develop / Refine                                     | Technical Skills - Develop / Refine                                     | Jamborees / Festivals<br>• 3 on 3<br>• 4 on 4<br>• Half ice / Cross ice | Off season<br>Multisport Activities<br>FUN!!! |
| Skating<br>- Quickness<br>- Speed                                       | Skating<br>- Quickness<br>- Speed                                       |   |   |
| Puck Control<br>- Stationary / Moving<br>- Dribbles                     | Puck Control<br>- Stationary / Moving<br>- Dribbles                     |   |   |
| Passing<br>- Stationary / Moving  | Passing<br>- Stationary / Moving  |   |   |
| Individual Tactics - Introduce  | Individual Tactics - Develop  |   |   |
| 1 on 1's  | 1 on 1's  |   |   |
| Give and Go's<br>- Stationary / Moving<br>- Dribbles                    | Give and Go's<br>- Stationary / Moving<br>- Dribbles                    |   |   |
| Jamborees / Festivals<br>• 3 on 3<br>• 4 on 4<br>• Half ice / Cross ice | Jamborees / Festivals<br>• 3 on 3<br>• 4 on 4<br>• Half ice / Cross ice |   |   |

**SEASONAL STRUCTURE BREAKDOWN CHART**



- 35% - Introducing Technical Skills
- 35% - Developing Technical Skills
- 15% - Refining Technical Skills
- 10% - Introducing Individual Tactics
- 5% - Developing Individual Tactics

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## U7 SKILLS

### LTPD STAGE – Fundamentals 1

| Balance and Agility   | Edge Control  | Starting and Stopping   | Forward Skating and Stopping  | Backward Skating   | Turning and Crossovers   |
|---|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>Basic stance</li> <li>Getting up from the ice</li> <li>Balance on one foot</li> <li>Jumping on 2 feet / 1 foot</li> <li>Gliding on two skates</li> <li>Gliding on one skate – feet and back</li> <li>Lateral Crossovers – step and plant / continuous</li> </ul> | <ul style="list-style-type: none"> <li>Inside edge glide</li> <li>Figure 8's – forward – inside &amp; outside edge</li> <li>Figure 8's – backward – inside &amp; outside edge</li> <li>Station</li> </ul>           | <ul style="list-style-type: none"> <li>T start</li> <li>Front v start</li> <li>Crossover start</li> <li>Backward c-cut start</li> <li>One o'clock – eleven o'clock</li> <li>Outside leg stop</li> <li>Two-foot parallel stop</li> <li>One leg fwd stop</li> <li>Two-leg fwd stop</li> </ul> | <ul style="list-style-type: none"> <li>C-cuts – left foot / right foot / alternating</li> <li>T push</li> <li>Forward striding</li> </ul> | <ul style="list-style-type: none"> <li>C-cuts – left foot / right foot / alternating</li> <li>Gliding on two skates – backward</li> <li>Gliding on one skate – backward</li> </ul> | <ul style="list-style-type: none"> <li>Circle turns</li> <li>Tight turns</li> <li>C-cuts – around circle</li> <li>Outside foot – forward &amp; backward</li> <li>Crossovers – forward &amp; backward</li> <li>Backward on-foot stop and start</li> <li>Pivots – fwd to fwd &amp; fwd to back</li> <li>Pivots – open &amp; reverse</li> </ul> |
| <b>Stationary Puck Control</b> <ul style="list-style-type: none"> <li>Stance</li> <li>Narrow</li> <li>Wide</li> <li>Side – front – side</li> <li>Toe drag – front &amp; side</li> </ul>   | <b>Moving Puck Control</b> <ul style="list-style-type: none"> <li>Narrow</li> <li>Wide</li> <li>Open ice carry – forehand &amp; backhand</li> <li>Weaving with puck</li> <li>Toe drag – front &amp; side</li> </ul> | <b>Stationary Passing and Receiving</b> <ul style="list-style-type: none"> <li>Stationary forehand pass</li> <li>Stationary backhand pass</li> <li>Stationary bank pass</li> </ul>  | <b>Moving Passing and Receiving</b> <ul style="list-style-type: none"> <li>Moving forehand pass</li> <li>Moving backhand pass</li> </ul>  | <b>Shooting</b> <ul style="list-style-type: none"> <li>Forehand – sweep shot</li> <li>Forehand – wrist shot</li> <li>Backhand – sweep shot</li> <li>Forehand – RLZ shot</li> </ul> |  |
| <b>Individual Defensive Tactics</b> <ul style="list-style-type: none"> <li>Body fakes</li> <li>Stick fakes</li> </ul>   | <b>Individual Defensive Tactics</b> <ul style="list-style-type: none"> <li>Angling</li> </ul>   |   |   |  |  |

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## U9 SKILLS

### LTPD STAGE - Fundamentals 2

| Balance and Agility   | Edge Control  | Starting and Stopping  | Forward Skating and Stopping  | Backward Skating  | Turning and Crossovers   |
|---|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>Basic stance</li> <li>Balance on one foot</li> <li>Gliding on two skates</li> <li>Gliding on one skate – forward and backward</li> <li>Lateral Crossovers</li> </ul> | <ul style="list-style-type: none"> <li>Figure 8's – forward – inside &amp; outside edge</li> <li>Figure 8's – backward – inside &amp; outside edge</li> <li>Heel to heel (Mohawk)</li> <li>1 leg weaving – fwd / back</li> </ul>          | <ul style="list-style-type: none"> <li>Front v start</li> <li>Crossover start</li> <li>Backward c-cut start</li> <li>One o'clock – eleven o'clock stops</li> <li>Outside leg stop</li> <li>Two-foot parallel stop</li> <li>One-leg backward stop</li> <li>Two-leg backward stop</li> </ul> | <ul style="list-style-type: none"> <li>C-cuts – left foot / right foot / alternating</li> <li>Crossovers</li> <li>T push</li> <li>Forward striding</li> </ul>     | <ul style="list-style-type: none"> <li>C-cuts – left foot / right foot</li> <li>Gliding on two skates – backward</li> <li>Gliding on one skate – backward</li> <li>Backward striding</li> <li>1 Crossover / Reach</li> </ul>  | <ul style="list-style-type: none"> <li>Circle turns / tight turns</li> <li>C-cuts – around circle</li> <li>Outside foot – forward &amp; backward</li> <li>Crossovers – forward &amp; backward</li> <li>Pivots – fwd to fwd &amp; fwd to back</li> <li>Pivots – open &amp; reverse</li> </ul> |
| <b>Stationary Puck Control</b> <ul style="list-style-type: none"> <li>Stance</li> <li>Narrow / Wide</li> <li>Side – front – side</li> <li>Toe drag – side/front</li> <li>Attack Triangle</li> </ul>         | <b>Moving Puck Control</b> <ul style="list-style-type: none"> <li>Narrow / Wide</li> <li>Open ice carry – forehand &amp; backhand</li> <li>Weaving with puck</li> <li>Toe drag – front &amp; side</li> <li>Attack the Triangle</li> </ul> | <b>Stationary Passing and Receiving</b> <ul style="list-style-type: none"> <li>Stationary forehand pass</li> <li>Stationary backhand pass</li> <li>Stationary bank pass</li> </ul>   | <b>Moving Passing and Receiving</b> <ul style="list-style-type: none"> <li>Moving forehand pass</li> <li>Moving backhand pass</li> <li>Pass and Follow</li> </ul> | <b>Shooting</b> <ul style="list-style-type: none"> <li>Forehand – wrist shot</li> <li>Backhand – sweep shot</li> <li>Forehand / backhand shots in motion</li> <li>Forehand – RLZ shot</li> <li>Backhand – RLZ shot</li> </ul> | <b>Individual Defensive Tactics</b> <ul style="list-style-type: none"> <li>Body fakes</li> <li>Stick fakes</li> <li>Moves in Combination</li> <li>Net Drives</li> </ul>  |
| <b>Individual Defensive Tactics</b> <ul style="list-style-type: none"> <li>Angling</li> <li>Basic 1 on 1's</li> <li>Escape moves</li> <li>Puck retrievals</li> </ul>  | <b>Team Play</b> <ul style="list-style-type: none"> <li>Basic Positioning – all players should play all positions</li> </ul>  |  |   |   |  |

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## The Practice Environment





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## The Practice Environment

List the 7 key components that make up the practice environment



- ❖ Lesson Organization
- ❖ Planning and Preparation
- ❖ Teaching Stations
- ❖ Team Teaching
- ❖ Equipment and Space
- ❖ Grouping of Players
- ❖ Drills and Games

Upon completing this section you will be familiar with:

- 1) How to properly plan and prepare for a lesson
- 2) How to organize teaching stations depending on the number of players you have
- 3) The concepts of team teaching;
- 4) How to use equipment and space effectively;
- 5) How to group players effectively;
- 6) Correct on-ice communication techniques; and
- 7) How and when to use drills and games.

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## Lesson Organization

Failing to Plan is Planning to Fail!



- ❖ Best Case Scenario  
High Repetition, lots of players active, game like scenario
- ❖ Worst Case Scenario  
Low Repetition, lots of players standing around, non-game like



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## Planning and Preparation

In order that 100% of your ice time is put to good use, and your goals and objectives for each lesson are met, the following guidelines are suggested:



- 1) Objectives of the lesson must be clear
- 2) After determining that the lesson content is appropriate for the skill(s) to be taught, review all the key teaching points
- 3) Review the lesson with respect to time allotment for each station or activity
- 4) Ensure you have a copy of the lesson for periodical on-ice reference
- 5) Ensure the necessary teaching aids are in place; and
- 6) Ensure all on ice instructors are aware of their specific duties as well as the overall lesson content

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## Teaching Stations


The most effective way to teach the basic skills of hockey is to divide your total group of players up into smaller manageable groups. The number of smaller groups you will be able to use depends upon:

- 1) The total number of players (try to divide them evenly)
- 2) The different levels of skill of the players
- 3) The number of assistant instructors you have working with you
- 4) The number of different skills or components of each skill you intend to teach
- 5) The amount of ice available for your use

PLAY - Video







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## Teaching Stations

♦FUNDamental hockey skills:

- ♦ Introduced through **stations** & small spaces
- ♦ **Age appropriate** skills programming








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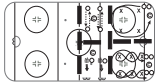

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## Teaching Stations


**Skill Stations:**

- ♦ 3 Stations
- ♦ 4 Stations
- ♦ 8 Stations



No limitations on how to use the ice!



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## Team Teaching

The following guidelines are recommended for assistant or group instructors:

- 1) Listen to the head instructor to ensure understanding. If you are not certain of your responsibilities, ask!
- 2) Assist with the set up/organization of any total group drills and be prepared to move quickly into your group activity;
- 3) Provide individual instruction through error correction.
- 4) Keep the players well spaced and spread out to ensure drills are being performed correctly and so that there is sufficient room to view possible errors.



Everybody has a role!

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## Equipment and Space

Two of the instructor's most important resources are equipment and teaching aids.


- ❖ Without these, lessons are much less effective, are usually without variety and often become dull and boring.
- ❖ Performance of some skills, particularly at the basic level for beginners, are virtually impossible to perform without equipment and the necessary teaching aids.

List some of the teaching aids that could be of benefit on the ice



Play Video

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## Grouping of Players


At the beginning of the year, one of your first tasks as an instructor, particularly if you are the head instructor, will be to divide the group up into more manageable smaller groups.

- ❖ This will normally take place during and after the first ice session, once you have had the opportunity to view the players' abilities etc.
- ❖ Adjustment to initial grouping may be necessary as the sessions progress.

List 4 things to consider in grouping players



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## Drills and Games

Using a variety of skill drills and fun games and / or relays will go a long way toward making your ice sessions educational and fun.


Use these types of activities to break up difficult drills or skills, to relieve boredom, to add variety and to finish off a session on a high note.

**Cross Ice Hockey**

**National U17 Camp - Small Area Games**

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## What is Age Appropriate Programming?

Since the 2018 / 19 hockey season, the Hockey Canada policy now mandates that U7-aged players play cross-ice or half-ice games. In 2019 / 20 Season, the Hockey Canada Policy mandates U9 shall play half ice games ( Full ice allowed after Jan 15 )

Designing practice and game play that is appropriate to the age, size and skill level of the participant




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## What Are Age Appropriate Modified Games?

**FUNDamental game skills:**

- ❖ Introduced through cross ice / half ice games

**Cross-ice hockey:** 3 games / 2 games and a skills area / 2 games and a rest area




Video courtesy US Tennis Association

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## Small Area Games



Barry Trotz  
Canadian National Team Coach

**Decrease the Space! Increase the Pace!**

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## What Are Small Area Games?

- ❖ Competitive hockey drills done in a smaller than normal playing area
- ❖ This can be cross ice, neutral zone, corners - depending on what coaches are trying to teach
- ❖ Usually less players participating but with a higher and consistent intensity. Lots of puck touches.
- ❖ Designed to simulate possible game-like situations that players can experience and learn from

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## Skills in SAG's





**Emphasis on Skating Skills**  
Agility, Balance, Coordination & Quickness

**More Puck Battles**

**Reinforce Fundamentals**  
Skating, Puck Control, Passing & Shooting

**Preparation for Proper Use of Body Contact & Checking Skills**

**Increased Frequency of Making Hockey Decisions**

**Improved Ice Awareness & Hockey Sense**

**"Hockey sense" is basically a learned trait based on experience.**

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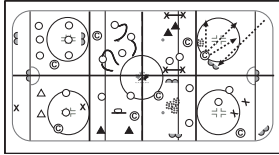
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## An Innovative Program Approach

- ❖ **FUNDamental game skills:**
- ❖ Introduced through small area games
- ❖ **Age appropriate** modified games



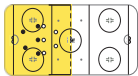
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## What Does The Math Tell Us?



Full Ice - 10 kids on ice – 20 sitting on bench



Half Ice - 20 kids on ice – 10 sitting on bench

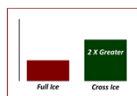


Multiple Cross Ice Games – 0 sitting on bench

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## An Innovative Program Approach



-Individual Puck Touches – 2 x Greater

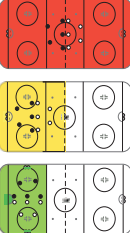

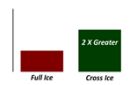
-Shots per player – 6 x Greater

-Shots on goal per minute – 2.75 x Greater

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## An Innovative Program Approach

- Pass Receptions – 5 x Greater
- Pass Attempts – 2 x Greater
- Body Contact and Puck Battles – 2 x Greater

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## An Innovative Program Approach



**Acceleration Increased by 10%**  
8U skating acceleration speeds increased as the ice surface size was reduced. Average skating acceleration speeds were 10 % faster in cross ice hockey compared to full ice hockey

**Top Speed Reached in 65 feet**  
The average distance 8U players needed to reach top speed was 65 feet. Advanced skaters reached top speed in 60 feet or less. The cross ice playing surface is 85 feet in length, meaning 8U players can and do reach top speed in cross ice hockey.

**What Does it Mean?**  
Effective skating, especially at higher levels, is a combination of turns, pivots, starts and transitions. It's said that the NHL's No 1 skill isn't top speed, it's the ability to change speeds and accelerate quickly.  
Cross ice hockey trains players to skate the game, rather than simply skating fast in straight lines. It provides more acceleration, more agility, and more engagement. It also doubles players' puck handling opportunities

Study Courtesy Hockey Alberta

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## What do Other Sports do?

FUTSOL - Adapted version of Soccer to develop skill and creativity



The best players in other sports train and play with modified games



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## Developing Skills

Developing Skills Consists of:


- Teaching Progressions
- Teaching Methods
- Skill Analysis
- Developing Skills

Coaches / Instructors need to know:

- The basic teaching progressions to follow and how to plan explanations and demonstrations of skills.
- The whole - part - whole method of skills instruction.



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## Teaching Progressions – 4 Links

**1st LINK:** Select a basic skill to be learned; Identify what the players must learn.


**2nd LINK:** Plan the explanation and demonstration; What to say and how to say it.

**3rd LINK:** Plan how the players will practice the skill.

**4th LINK:** Advance the skill - Provide feedback during practice; Make corrections and help players.



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## Teaching Progressions – 4 Links


**1<sup>st</sup> Link – Select the Skill – Heel to Heel**


- Heel to Heel on Dot
- Heel to Heel Figure 8
- Heel to Heel on Circle

**2<sup>nd</sup> Link – Explanation / Demonstration**


**3<sup>rd</sup> Link – Practice the Skill**

**4<sup>th</sup> Link – Advance the Skill**






-Give Feedback to Guide Improvement




-Use Feedback as a Measure of Progress



-Use Feedback as Reward, not Punishment

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## Teaching Methods

**TWO TEACHING APPROACHES**


- 1) Imitation
- 2) Demonstration

**1) The Imitation Method**

-Utilize instructors or older players to demonstrate the skill so the younger players can do it through imitation

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## Teaching Methods

**TWO TEACHING APPROACHES**

- 1) Imitation
- 2) Demonstration

**2) The Demonstration / Explanation / Practice / Correction Method**

- Demonstrate
- Explain
- Practice
- Correct




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## Skill Analysis

**What is Skill Analysis?**

Skill Analysis at the U7 / U9 level is less about biomechanics and more about determining what the players can and can't do!

- 1) Check for Preliminary Movements
- 2) Teach the Whole - Part - Whole Method




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## Skill Analysis

### Correction Methods

**Glide Turns:**

- Shoulders and head initiating the turn
- Does player lead with the inside skate
- Can player perform the turn in both directions?

STEP 1: Break a skill into separate parts

STEP 2: Separate the good points of technique from the bad

STEP 3: Find a way to correct the technique

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## Skill Analysis

The Skill Evaluation checklists in the manual will be one of the most important tools for skill analysis you are given as they will give you the key points to look for. All of the skills taught in the U7 and U9 Programs come with key teaching points included.

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## Developing Skills

### Simple Skill Learning 4 Step Process

1) DEMONSTRATE

2) TECHNIQUE

3) PRACTICE

4) F.I.O. – Figure it Out

DEMONSTRATION EXPLANATION

TECHNIQUE

PRACTICE

F.I.O. – FIGURE IT OUT

CORRECT

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## Developing Skills


### Technique

- 1) Teach skills not only for technique, but also for results.
- 2) Repetition helps players to become consistent performers.
- 3) Results happen when repetition of proper technique can be mastered so technique can be incorporated into drills and ultimately into games.





U7 / U9



U11

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## Developing Skills


### Technique – Components of Stickhandling

- 1) Feet wide apart for stability and balance
- 2) Bottom hand needs to be able to slide for range of motion.
- 3) Move the puck first – then the body
- 4) Quick hands and quick feet but also quick hands and slow feet





U7 / U9



U11

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## Practice


**“Players need to learn at a speed where they can practice, think and create without worrying about making mistakes”**

- 1) Practice at a speed so players can learn
- 2) Practice needs to be done in progression:
  - If you can't do it standing still
  - You can't do it moving
  - You can't do it to beat an opponent
- 3) Work on the same skills in a variety of drills





U7 / U9



U11

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## F.I.O – Figure it Out

**Figure It Out –**  
Means creativeness and improvisation

- 1) If players are attached to the outcome ie worried about making a mistake, they will not fully realize their potential to be creative.

**They need to let go!**

- 2) Create or set up the drill, then let players decide the patterns



U7 / U9



U11



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## Resources – [www.hockeycanada.ca](http://www.hockeycanada.ca)




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## Resources



[www.hockeycanadanetwork.com](http://www.hockeycanadanetwork.com)

**BY THE NUMBERS**


800 TEAM CANADA TRAINING CLIPS

3,200 ARTICLES

300 PRACTICE PLANS


**1,500 DRILLS**

900 VIDEOS



PLAY VIDEO

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# Resources

## SUBSCRIBE

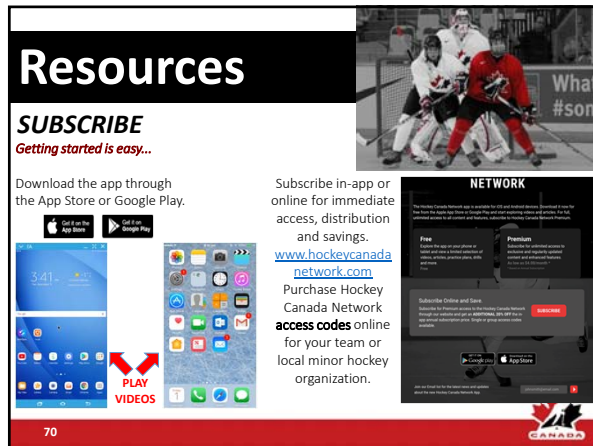
*Getting started is easy...*

Download the app through the App Store or Google Play.

Subscribe in-app or online for immediate access, distribution and savings.

[www.hockeycanada.ca/network.com](http://www.hockeycanada.ca/network.com)

Purchase Hockey Canada Network access codes online for your team or local minor hockey organization.



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# Resources

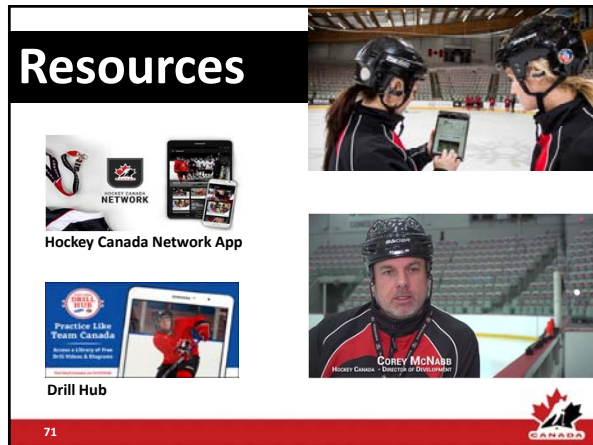
## Hockey Canada Network App

## Drill Hub

Practice Like Team Canada

Access a Library of Free Drill Videos & Diagrams

COREY MCNABB  
Hockey Canada Director of Development



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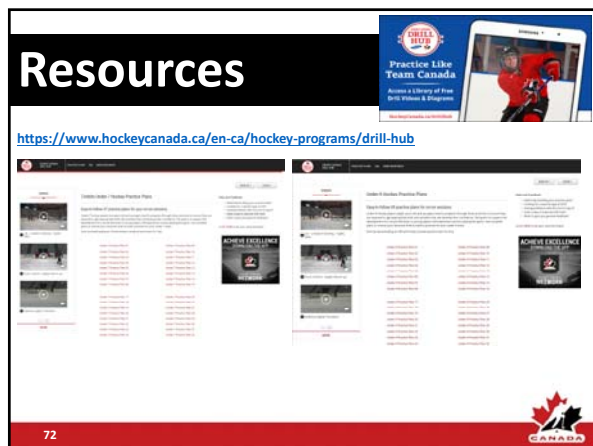
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# Resources

<https://www.hockeycanada.ca/en-ca/hockey-programs/drill-hub>

Practice Like Team Canada

Access a Library of Free Drill Videos & Diagrams



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### Coaching – U7 / U9 Program Sections



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## Skill Development - Skills Manuals – U7 / U9



**The Hockey Canada Skills Development U7 / U9 Manuals are broken up into 32 separate practice plans. Each individual drill can also be accessed. Favorite, download and share an entire practice plan or individual drill**



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### Skill Development - U7 and U9 Skills Videos



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