



HOCKEY SCHOOL CURRICULUM







TABLE OF CONTENTS

2	INTRODUCTION
3	P.E. STANDARDS
7	BREAKDOWN OF LESSONS
11	GLOSSARY (PRE-DRILL LESSONS)
19	LEVEL 1 (BEGINNER 1)
21	LESSONS 1-3
39	LEVEL 2 (BEGINNER 2)
41	LESSONS 1-3
55	LEVEL 3 (INTERMEDIATE 1)
57	LESSONS 1-3
69	LEVEL 4 (ADVANCED 1)
71	LESSON 1
75	FINAL THOUGHTS



INTRODUCTION

This guide focuses on offensive and defensive tactical approaches to teaching hockey, a striking game. Students will practice skill development, which will give them the opportunity to apply those skills and tactical awareness in game situations. In hockey offensive principles include stickhandling, passing, and taking a shot on net. Defensive principles include defending one-on-one, stick positioning, and faceoffs. As with other sports, hockey is best taught from a tactical approach by using drills to teach skills, then incorporating those skills into small-area games. Although hockey is a team sport, it is essential to have each student first develop skills such as spatial awareness and positioning individually before beginning to learn team-oriented skills. **Note: for reference in this curriculum, “street hockey” refers to any and all forms of off-ice hockey.**

RULES/PENALTIES. The most important rule students must follow throughout the course of this unit is to keep the blade of the hockey stick below their knees or on the ground at all times. There is a two-strike policy in street hockey. The first time a student is holding or swinging their stick above their knees they are issued a verbal warning and reminded of the rule. The second time a student is holding or swinging their stick above their knees they will sit in the “penalty box” for two minutes for high-sticking. **Street hockey is not played with any protective equipment, therefore, to ensure the safety of all participants, this rule must be strictly enforced.** Penalties should be taught to students during their early lessons and enforced during game situations throughout the course of the unit.

FACILITIES AND EQUIPMENT. All games and drills designed for hockey can be adapted to specific environments (indoors and outdoors). The dimensions of the playing area can be varied to suit the space available or number of participating students. There are no specific dimensions for a street hockey playing area, so long as there is a designated out-of-bounds area. The sticks the students will be using are special street hockey sticks with durable plastic blades so they will not damage the floor indoors and will not break on the blacktop outdoors. The sticks are separated into two different colors (red and blue) to differentiate between teams during games. The nets are pop-up nets that have two options for usage. For beginners, use the open side of the net to ensure students have an easier time scoring. For more advanced students, use the side with the goalie image with five different holes for target practice. All students should start by using a plastic ball. If a student is struggling, replace the ball with a plastic puck which can be easier to control. This will allow the student to gain confidence while understanding the movement.



STANDARDS

P.E. CURRICULUM STANDARDS

The Washington Capitals Hockey School curriculum references three of the five SHAPE America requirements for P.E. curriculum:

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARD 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

STANDARD 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STANDARD 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

This curriculum was designed to meet various requirements based on grade level standards set by D.C., Maryland and Virginia guidelines. Drills are broken down based on skill levels set by the Washington Capitals' prior experience teaching youth.

**The standards referenced above were found on SHAPE America's National P.E. Standards website <https://www.shapeamerica.org/standards/pe/default.aspx>*



S.1: Motor Skills and Movement Patterns

GRADE 1	GRADE 2	GRADE 3	GRADE 4
<ul style="list-style-type: none"> Recognize that skills will develop over time with appropriate practice and use of the correct cues Demonstrate striking a stationary object Demonstrate straight, curving, zig-zagging pathways 	<ul style="list-style-type: none"> Recognize that skills will develop over time with appropriate practice and use of the correct cues Demonstrate stickhandling with control while walking and striking individually and with a partner Display transfer of weight when striking an object 	<ul style="list-style-type: none"> Apply and show that skills will develop over time with appropriate practice <ul style="list-style-type: none"> Use critical progression cues for object control skills in a variety of physical activities for skill improvement Strike object using proper grip Pass ball to moving partner Use individual skill themes while moving, including striking in group games/activities 	<ul style="list-style-type: none"> Demonstrate skill progressions to enhance personal skill development in a variety of settings Student refines movement skills – demonstrates ability to combine them in complete movement environments Stickhandling or passing with varying speeds while moving Demonstrate and combine skill themes in physical activity including striking with control in an authentic setting
GRADE 5	GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> Combine striking with receiving and traveling skills in small-sided game Demonstrate use of space accuracy and use of force Apply concepts of direction and force to strike object with purpose and accuracy Demonstrate skill themes including basic offensive and defensive strategies such as creating space on offense and preventing scoring on defense in games and activities 	<ul style="list-style-type: none"> Combine and apply skills into specialized sequences and apply sequences to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small group modified game-play Analyze movement situations for direction, speed, accuracy, and pathways to improve performance Apply the concept of force in relationship to how objects move <ul style="list-style-type: none"> Calculate and demonstrate how playing force effects the movement of a projectile Explain and show how absorption of force increases control such as receiving a pass by cushioning it Shoot on goal with power in dynamic environment Transfer weight with correct timing for the striking pattern Strike, with an implement, a stationary object for accuracy and distance 	<ul style="list-style-type: none"> Demonstrate offensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skill or tactic to gain offensive advantage Apply the concept of force in relationship to how objects move <ul style="list-style-type: none"> Demonstrate how to apply and control force of a projectile in order to move it toward a target Shoot on goal with power in dynamic environment Transfer weight with correct timing for the striking pattern Strike, with an implement, a stationary object for accuracy and distance 	<ul style="list-style-type: none"> Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with focus on defensive strategies. This includes reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage Transfer weight with correct timing with implement on forehand/backhand sides Strike, with an implement, a stationary or moving object for accuracy and power

*Standards referenced above were found in the following documents: the D.C. Office of the State Superintendent of Education Physical Education Standards https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017%20Physical%20Education%20Standards_D.pdf; the Maryland State Department of Education Maryland Physical Education Framework Pre-Kindergarten Through 12th Grade http://www.marylandpublicschools.org/about/Documents/DCAA/PE/Maryland_PE_Framework_2020.pdf; and the Physical Education Standards of Learning for Virginia Public Schools http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/2015/stds_2015_physed.pdf



S.2: Movement and Performance

GRADE 1	GRADE 2	GRADE 3	GRADE 4
<ul style="list-style-type: none"> Differentiate between strong and light force Demonstrate appropriate use of personal and general space 	<ul style="list-style-type: none"> Vary time and force with gradual increases and decreases Explain the importance of spatial awareness in static and dynamic movement situations 	<ul style="list-style-type: none"> Recognize the concept of open spaces in a movement concept Travel in general space at slow to moderate speed, with control of ball and body Strike an object with a long-handled implement, sending it forward, while using proper grip for the implement Apply the concept of open space while moving 	<ul style="list-style-type: none"> Apply the concepts of direction and force when striking an object with an implement, sending it toward a designated target
GRADE 5	GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> Apply the concepts of direction and force to strike an object with an implement 	<ul style="list-style-type: none"> Create open space by using the width and length of the playing surface on offense Reduce open space on defense by making the body larger and reducing passing angles Transition from offense to defense or defense to offense by recovering quickly 	<ul style="list-style-type: none"> Create open space by staying spread out on offense and cutting and passing quickly Reduce open space on defense by staying close to the opponent as they near the net Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates 	<ul style="list-style-type: none"> Create open space by staying spread out on offense, cutting and passing quickly, and using fakes off the ball Reduce open space on defense by staying on the net side of the offensive player and reducing the distance to them Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage

*Standards referenced above were found in the following documents: the D.C. Office of the State Superintendent of Education Physical Education Standards https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017%20Physical%20Education%20Standards_0.pdf; the Maryland State Department of Education Maryland Physical Education Framework Pre-Kindergarten Through 12th Grade http://www.marylandpublicschools.org/about/Documents/DCAA/PE/Maryland_PE_Framework_2020.pdf; and the Physical Education Standards of Learning for Virginia Public Schools http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/2015/stds_2015_physed.pdf



S.4: Social Development

GRADE 1	GRADE 2	GRADE 3	GRADE 4
<ul style="list-style-type: none"> Follow the rules and parameters of the learning environment Follow teacher directions for safe participation and proper use of the equipment without teacher reminders Work cooperatively and demonstrate safe equipment use with peers 	<ul style="list-style-type: none"> The student will identify and apply cooperative, respectful, and safe behaviors in physical activity settings <ul style="list-style-type: none"> Demonstrate cooperative skills, including taking turns and sharing equipment Identify two class safety rules 	<ul style="list-style-type: none"> The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors while in various physical activity settings <ul style="list-style-type: none"> Explain the importance of rules for activities Describe the importance of cooperating and work cooperatively with peers to achieve a goal 	<ul style="list-style-type: none"> The student will demonstrate positive interactions with others in cooperative and competitive physical activities <ul style="list-style-type: none"> Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others
GRADE 5	GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> The student will participate in establishing and maintaining a safe environment for physical activities <ul style="list-style-type: none"> Create and implement rules and consequences for one or more activities Explain the importance of inclusion in physical activity settings Describe and demonstrate respectful behavior in physical activity settings 	<ul style="list-style-type: none"> The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings <ul style="list-style-type: none"> Demonstrate problem solving, conflict resolution, and decision-making skills Create and implement strategies that include others and promote safe participation in physical activities Use physical activity equipment appropriately and safely with the teacher's guidance 	<ul style="list-style-type: none"> The student will demonstrate and apply skills to work independently and with others in physical activity settings <ul style="list-style-type: none"> Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote inclusion and safety of others Describe how participation in physical activities creates enjoyment 	<ul style="list-style-type: none"> The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings <ul style="list-style-type: none"> Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity Apply problem solving skills in cooperative and dynamic physical activities Independently use physical activity equipment appropriately, and identify specific safety concerns associated with the activity

*Standards referenced above were found in the following documents: the D.C. Office of the State Superintendent of Education Physical Education Standards https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017%20Physical%20Education%20Standards_0.pdf; the Maryland State Department of Education Maryland Physical Education Framework Pre-Kindergarten Through 12th Grade http://www.marylandpublicschools.org/about/Documents/DCAA/PE/Maryland_PE_Framework_2020.pdf; and the Physical Education Standards of Learning for Virginia Public Schools http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/2015/stds_2015_physed.pdf



BREAKDOWN OF LESSONS

The following pages break down each lesson associated with street hockey into drills and games. Teachers are advised to spend a class-period or two of pre-lessons, found in the Glossary section, to go over the rules of the game and how to hold the stick the proper way before beginning the lessons in the curriculum. Drills begin by teaching students basic skills before moving into more advanced lessons related to strategy and spatial awareness in game situations. These lessons serve as guides and can be modified to the teacher's liking. Levels are based on skill level, not based on grade.



Table 1.1: Tactical Problems, Movements, and Skills in Hockey

TACTICAL PROBLEMS	OFF-THE-BALL/PUCK MOVEMENTS	ON-THE-BALL/PUCK SKILLS
SCORING (OFFENSE)		
Maintaining possession of the ball/puck	<ul style="list-style-type: none"> • Supporting the ball/puck carrier • Offensive positioning 	<ul style="list-style-type: none"> • Stickhandling for control • Passing - stationary, on-the-move, and passing from a distance (long pass) • Control – forehand/backhand • Offensive positioning
Moving toward the net	Receiving passes	<ul style="list-style-type: none"> • Taking a shot on net (snapshot, wrist-shot, backhand shot) • Receiving passes and taking a shot on net (stationary and on-the-move) • Offensive positioning
Creating space	Offensive positioning	Offensive positioning
Using space	Offensive positioning	Offensive positioning
PREVENTING SCORING (DEFENSE)		
Defending space	Defensive positioning	


Table 1.2: Levels of Tactical Complexity for Hockey

TACTICAL PROBLEMS	LEVEL 1 (BEGINNER 1)	LEVEL 2 (BEGINNER 2)	LEVEL 3 (INTERMEDIATE 1)	LEVEL 4 (ADVANCED 1)
SCORING (OFFENSE)				
Maintaining possession of the ball/puck	<ul style="list-style-type: none"> Stickhandling for control Passing (stationary, forehand/backhand) Control (forehand/backhand) 	<ul style="list-style-type: none"> Supporting the ball carrier Passing (on-the-move) 	<ul style="list-style-type: none"> Offensive positioning Passing from a distance (long pass) 	
Moving toward the net	Taking a shot on net (snapshot/backhand shot)	<ul style="list-style-type: none"> Taking a shot on net (wrist-shot) Receiving passes and taking a shot on net (stationary and on-the-move) 	Offensive positioning	
Creating space			Offensive positioning	Offensive positioning
Using space			Offensive positioning	Offensive positioning
PREVENTING SCORING (DEFENSE)				
Defending space			Defensive positioning	Defensive positioning

[illegible]



GLOSSARY



LESSON 1: HAND PLACEMENT ON THE STICK

1. When players pick up a stick for the first time, identify which side of their body they naturally hold the stick. They should hold the stick based on their comfortability.
2. If a player holds the stick on the left side of their body, they are considered a left-handed hockey player. If a player holds the stick on the right side of their body, they are considered a right-handed hockey player.
3. **Left-handed hockey players:** The stick is held on the left side of the body. The right hand should be placed at the top of the shaft of the stick as if the player was “shaking the stick’s hand.” The left hand should be placed in the middle of the shaft of the stick about a forearm’s length away from the top hand. The bottom hand should also be placed as if shaking someone’s hand.
4. **Right-handed hockey players:** The stick is held on the right side of the body. The left hand should be placed at the top of the shaft of the stick as if the player was “shaking the stick’s hand.” The right hand should be placed in the middle of the shaft of the stick about a forearm’s length away from the top hand. The bottom hand should also be placed as if shaking someone’s hand.

RIGHT-HANDED PLAYERS

Left hand
grips the top
of the stick



Right hand
placed halfway
down the stick



LEFT-HANDED PLAYERS

Right hand
grips the top
of the stick



Left hand
placed halfway
down the stick





LESSON 2: HOCKEY-READY POSITION

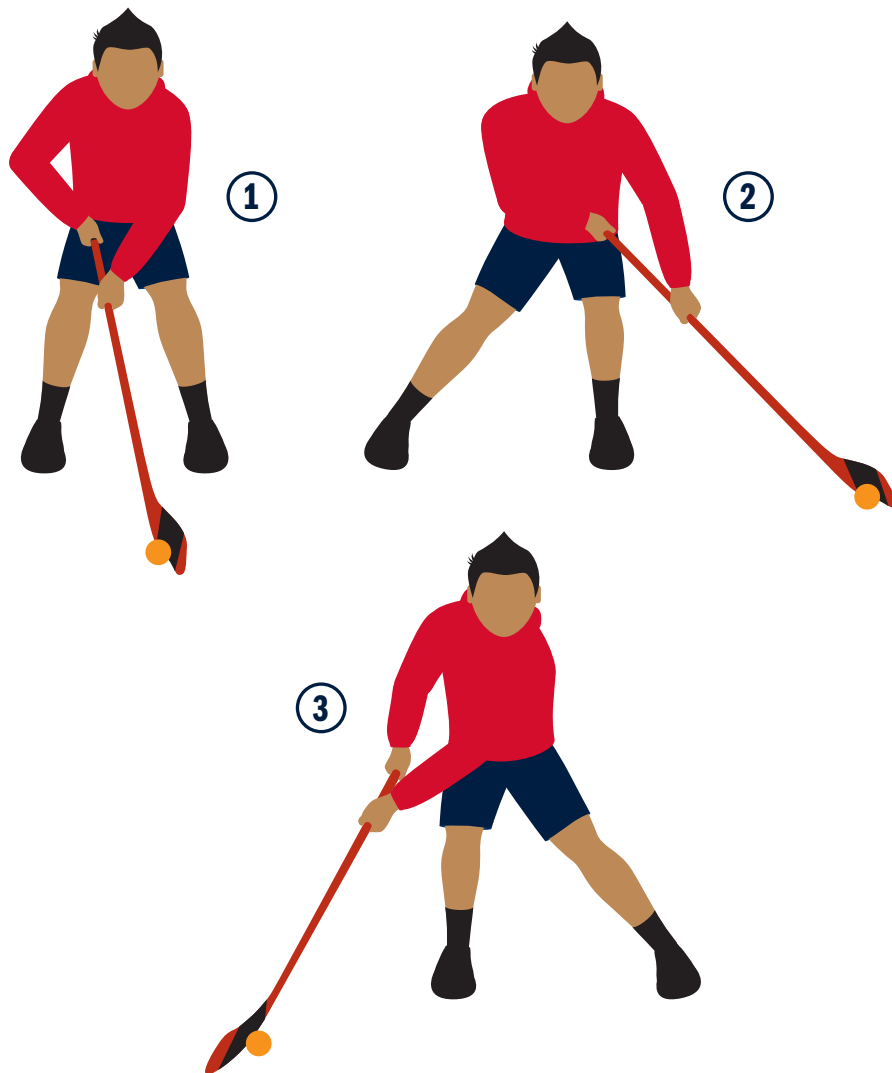
1. Players should stand with their feet shoulder-width apart.
2. Their knees should be slightly bent, and their back should be straight, so their lower back is protected.
3. Their head should be up so they can see where they are going.
4. Holding the stick the proper way, the ball/puck should be out in front of the player and not directly at the feet. This ensures the head stays up to see the player's surroundings.





LESSON 3: HOW TO STICKHANDLE

1. Hold the stick the proper way and stand in hockey-ready position.
2. Tap the ball/puck using the forehand side of the blade (inside part).
3. Lift the stick blade up over the ball/puck to the other side.
4. Tap the ball/puck using the backhand side of the blade (outside part).
5. Lift the stick blade up over the ball/puck back to the forehand side.
6. Repeat.
 - a. When stickhandling, rotate wrists slightly to cup the hockey ball/puck with the stick blade.
 - b. This rotating motion is similar to opening a doorknob.
 - c. Cup the hockey ball/puck to ensure it stays on the stick blade when stickhandling.





LESSON 4: HOW TO PASS

GIVING A PASS:

1. Have the player hold the stick the proper way and stand in hockey-ready position.
2. The player's toes should be pointed towards the wall and their hip parallel to their partner.
3. Passes should be made by sweeping the stick blade across the body towards the player's partner.
4. Keep head up – look at target (partner's stick blade) to ensure an accurate pass.
5. Follow through after the pass by pointing the stick blade at the target to ensure accuracy.

RECEIVING A PASS:

1. Hold the stick the proper way and stand in hockey-ready position.
2. The player's toes should be pointed towards the wall and their hip parallel to their partner.
3. Bring the stick blade back with the ball/puck as it approaches. This is called cushioning the hockey ball/puck. Cushion the ball/puck on the stick blade to ensure it doesn't bounce off the blade so that the player maintains control of the ball/puck.
4. Bring the ball/puck back to starting position, stickhandle to get it under control, and execute a pass back to partner. DO NOT immediately hit the ball/puck back to partner like ping-pong. Stop and control the ball/puck before passing.

FOREHAND PASS:

Left-handed players (partner on right):

1. Right hand on top of the stick, left hand in the middle of the shaft of the stick.
2. Sweep the ball/puck across the body from the left to the right using the inside of the blade (forehand).
3. ***The bottom hand should be pushing the stick across the body from the left to the right.***

Right-handed players (partner on left):

1. Left hand on top of the stick, right hand in the middle of the shaft of the stick.
2. Sweep the ball/puck across the body from the right to the left using the inside of the blade (forehand).
3. ***The bottom hand should be pushing the stick across the body from the right to the left.***

Players do not have to be facing the same direction. For example, a left-handed player will be facing the opposite direction of a right-handed player when executing a forehand pass.

BACKHAND PASS:

Left-handed players (partner on left):

1. Right hand on top of the stick, left hand in the middle of the shaft of the stick.
2. ***Keep hands in the same position***, sweep the ball/puck across the body from the right to the left using the outside of the blade (backhand).
3. ***The bottom hand should be pulling the stick across the body from the right to the left.***

Right-handed players (partner on right):

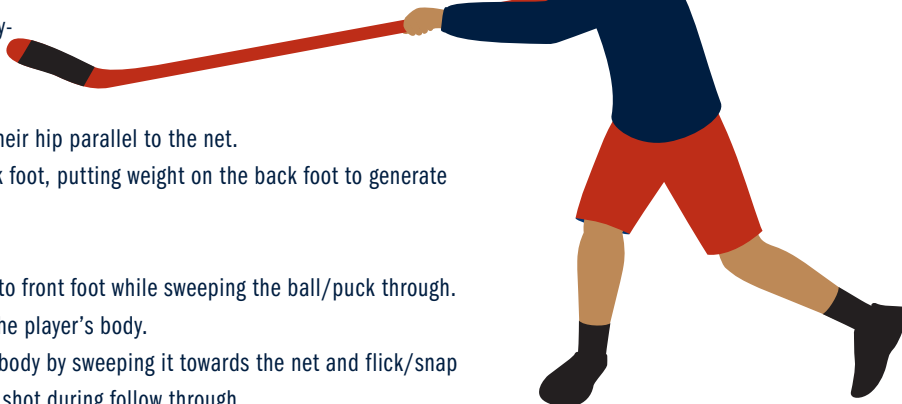
1. Left hand on top of the stick, right hand in the middle of the shaft of the stick.
2. ***Keep hands in the same position***, sweep the ball/puck across the body from the left to the right using the outside of the blade (backhand).
3. ***The bottom hand should be pulling the stick across the body from the left to the right.***

Players will now be facing the same direction regardless of how they hold the stick to execute a backhand pass.



LESSON 5: HOW TO TAKE A SHOT ON NET

1. Have the player stand in hockey-ready position.
2. The player's toes should be pointed towards the wall and their hip parallel to the net.
3. Bring the ball/puck to the back foot, putting weight on the back foot to generate power in the shot.
4. Look at the target (net).
5. Transfer weight from back foot to front foot while sweeping the ball/puck through. This motion should be across the player's body.
6. Push the ball/puck across the body by sweeping it towards the net and flick/snap wrists to create velocity on the shot during follow through.
7. Point the stick blade towards the target (net) after the shot to ensure accuracy.
8. Keep the stick blade below the knees.



FOREHAND SHOT:

Left-handed players (net on right):

1. Stick on the left side of the body.
2. Right hand on top of the stick, left hand in the middle of the shaft of the stick.
3. Sweep the ball/puck across the body from the left to the right using the inside of the blade (forehand).
4. ***The bottom hand should be pushing the stick across the body from the left to the right.***

Right-handed players (net on left):

1. Stick on the right side of the body.
2. Left hand on top of the stick, right hand in the middle of the shaft of the stick.
3. Sweep the ball/puck across the body from the right to the left using the inside of the blade (forehand).
4. ***The bottom hand should be pushing the stick across the body from the right to the left.***

BACKHAND SHOT:

Left-handed players (net on left):

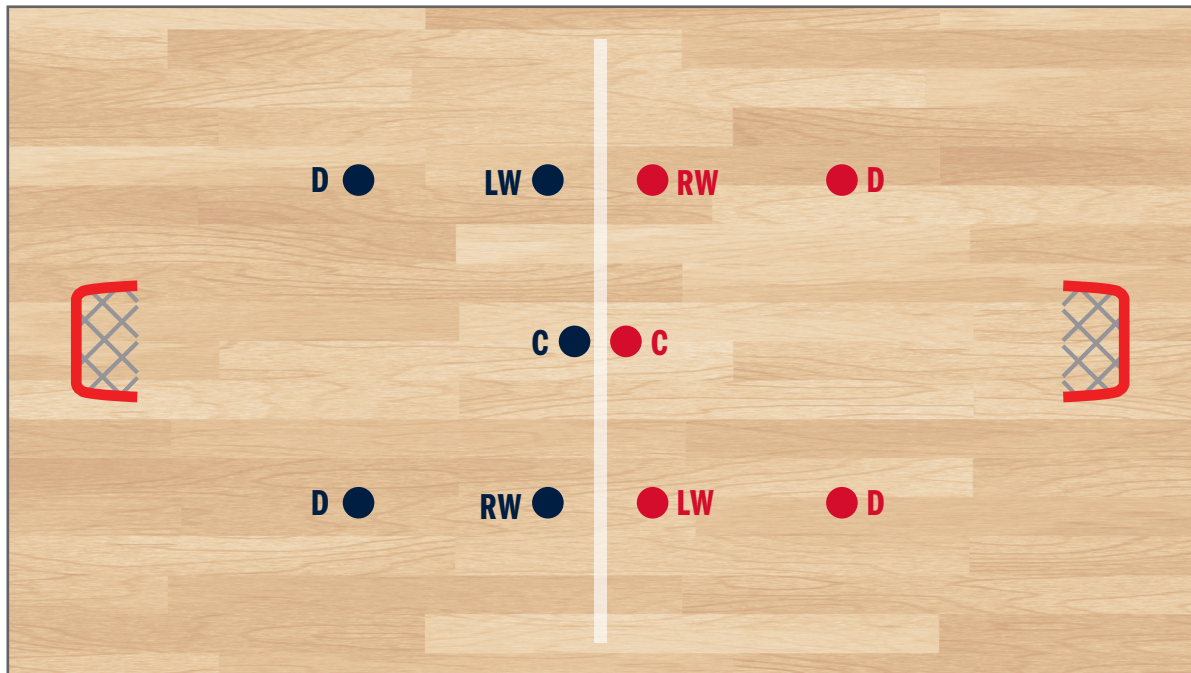
1. Right hand on top of the stick, left hand in the middle of the shaft of the stick.
2. ***Keep hands in the same position***, sweep the ball/puck across the body from the right to the left using the outside of the blade (backhand).
3. ***The bottom hand should be pulling the stick across the body from the right to the left.***

Right-handed players (net on right):

1. Left hand on top of the stick, right hand in the middle of the shaft of the stick.
2. ***Keep hands in the same position***, sweep the ball/puck across the body from the left to the right using the outside of the blade (backhand).
3. ***The bottom hand should be pulling the stick across the body from the left to the right.***



LESSON 6: FACEOFFS



When lining up for a faceoff, teams are spread out by positions pictured above.

C = Center: responsible for the center of the playing area and taking the faceoff

LW = Left Wing: responsible for the left side of the playing area

RW = Right Wing: responsible for the right side of the playing area

D = Defensemen: responsible for defending in front of the net

Each position is allowed to move around the entire playing area once the game begins but should stick to their general position assignments throughout.

[illegible]



LEVEL 1

BEGINNER 1

[illegible]



LEVEL 1

LESSON 1

STICKHANDLING

TACTICAL PROBLEM

Maintaining possession of the ball/puck

LESSON FOCUS

Stickhandling for control

OBJECTIVE

Work using the inside (forehand) and outside (backhand) of the blade to control the ball

LESSON REMINDERS

The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.

**LEVEL 1**

LESSON 1

STICKHANDLING

PRACTICE TASK

SETUP: Players perform stickhandling while standing in their hockey-ready position within a specified area. Give one ball and stick to each player or have them share a ball if necessary. For younger groups, teachers may use balls of yarn or pucks for stickhandling, as the younger players may have an easier time controlling this to begin with. Advance to street hockey balls when players exhibit an understanding of stickhandling.

GOAL: Closely control the ball/puck while stickhandling.

PRACTICE TASK EXTENSION

SETUP: Separate players into two or three groups (depending on the size of the class) with each group lining up behind a cone at one end of the playing area. Players are to begin at the cone and stickhandle in a straight line down to the other end of the playing area, then turn around and stickhandle back to the cone.

GOAL: Develop an understanding of how to stickhandle while moving.

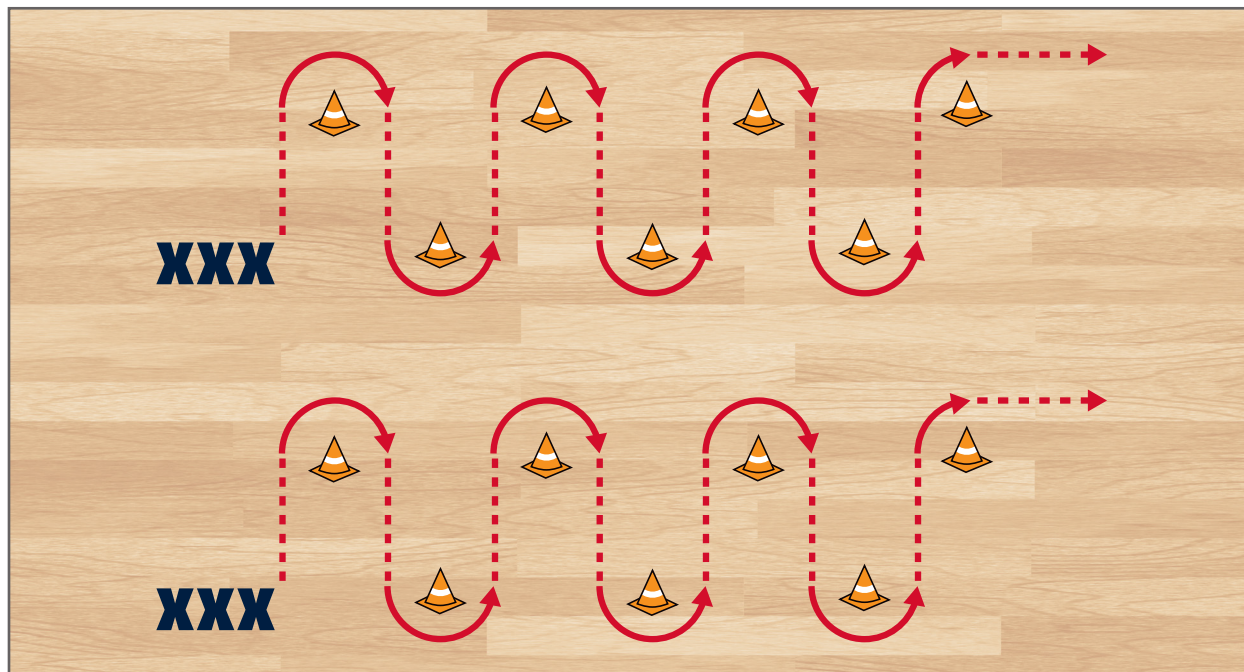
- CONDITIONS:**
- This is not a race. Focus on stickhandling using the proper technique by slowly controlling the ball/puck.
 - Players are to keep the ball/puck in front of them at all times.
 - Focus on using both the forehand (inside) and backhand (outside) part of the blade.



LEVEL 1: LESSON 1

DRILL 1

STICKHANDLING



SETUP: Same setup as the Practice Task Extension except add five to six cones in each line spaced about 2 feet apart. Players are to stickhandle around each cone controlling the ball/puck the entire time.

GOAL: Control the ball/puck while stickhandling around obstacles.

CONDITIONS:

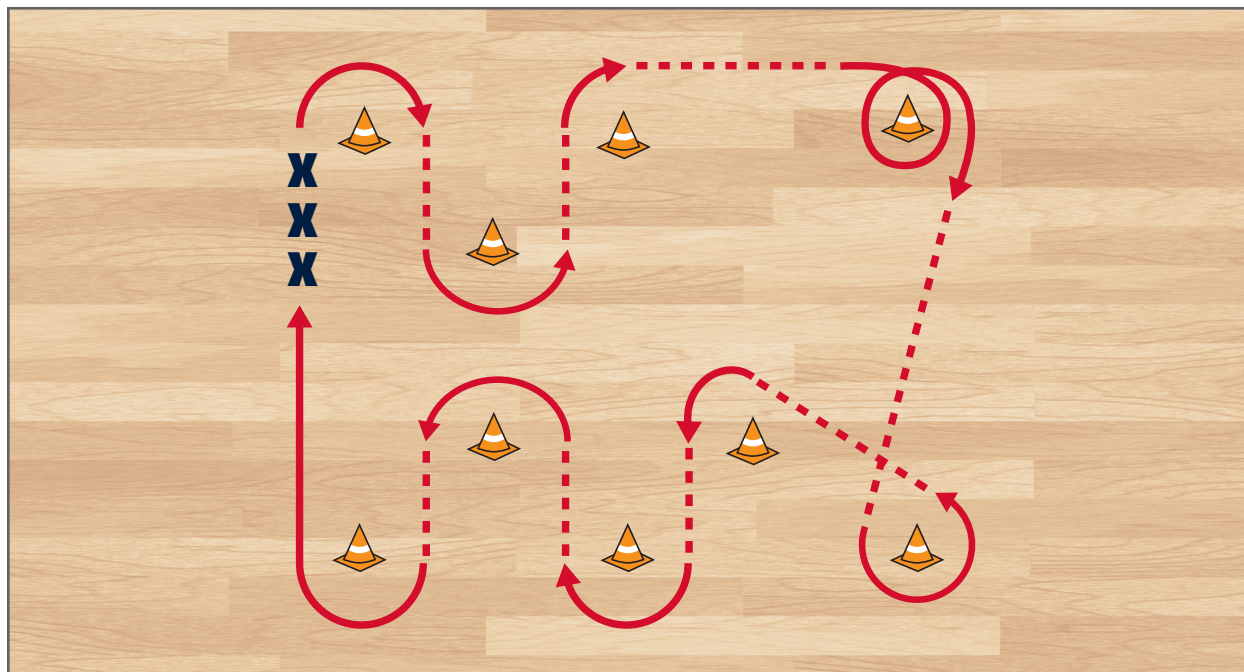
- This is not a race. Focus on stickhandling using the proper technique by slowly controlling the ball/puck.
- Players are to keep the ball/puck in front of them at all times.
- Focus on using both the forehand (inside) and backhand (outside) part of the blade.



LEVEL 1: LESSON 1

DRILL 2

SLALOM STICKHANDLING



SETUP: Place nine cones in a slalom formation forming two lines. Players line up behind the first cone. Three balls/pucks should be placed at the starting cone. Players will stickhandle by weaving in and out of each cone. Players wait until the player in front of them reaches the fourth cone before beginning their turn. Teachers may need to adjust this based on the speed of the players.

GOAL: Control the ball/puck while stickhandling around obstacles.

- CONDITIONS:**
- This is not a race. Focus on proper stickhandling technique by slowly controlling the ball/puck.
 - Players are to keep the ball/puck in front of them at all times.
 - Focus on using both the inside and outside part of the blade.

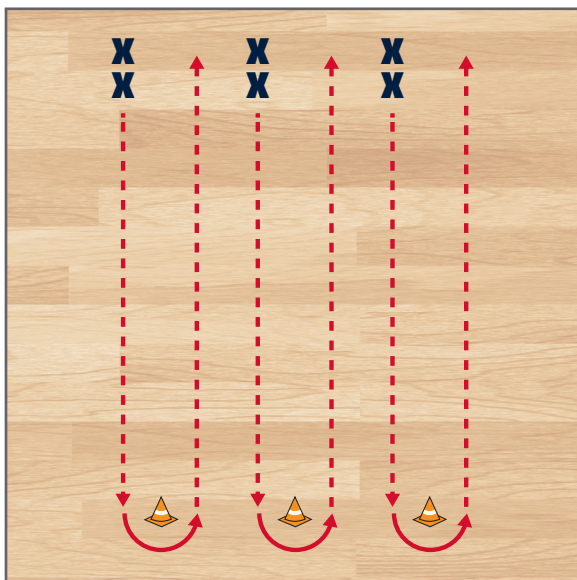
DRILL EXTENSION

GOAL: Make a full 360-degree turn around each cone before moving to the next one. Attempt to alternate using the backhand and forehand to go around each cone.

LEVEL 1:
LESSON 1

GAME 1

STICKHANDLING SHUTTLE RACE



SETUP: Separate players into two even teams. Have each team line up behind a cone at one end of the playing area. Place another cone for each line in the middle of the gym. Have one stick and one ball/puck for each team. Players stickhandle their ball/puck up to and around the top cone and back down to the line where they began as quickly as they can.

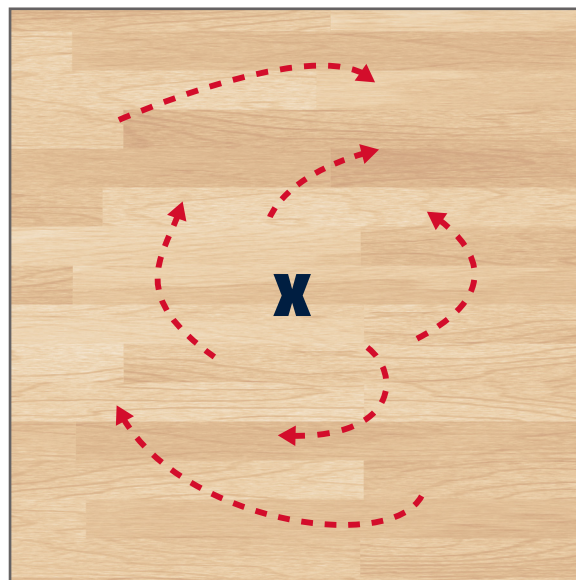
GOAL: Execute proper stickhandling technique at a faster pace.

- CONDITIONS:**
- Players must stickhandle using both sides of their blade the entire way down and back.
 - Players will hand their stick and ball/puck to the next player in line.

LEVEL 1:
LESSON 1

GAME 2

LAST PLAYER STANDING



SETUP: Select one player to be the tagger without a ball/puck. All other players will have a ball/puck. Spread players out in the space provided. Players stickhandle in the given space to protect their ball/puck from the player who is the tagger. If a player's ball/puck is stolen from the player who is the tagger, then that player becomes the tagger as well. The game continues until there is only one player remaining with a ball/puck. The last player remaining becomes the tagger to start the next game. ***For the purpose of promoting inclusivity, all players will continue to be a part of the game until its conclusion.***

GOAL: Develop the skill of stickhandling and controlling the ball/puck under pressure.

**LEVEL 1**

LESSON 1

RECAP

In this lesson, players began by understanding the most basic fundamental skill in hockey: stickhandling. Through this concept they developed an understanding of how to control an object using an implement and worked in a skill level progression through stationary stickhandling, stickhandling while moving forward, and stickhandling around obstacles.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns
(Grades 1, 2, 3, 4 and 6)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: What is the goal of these drills?

A: To learn the concept of stickhandling through each progression.

Q: How do you control the ball/puck?

A: By using both the inside (forehand) and outside (backhand) part of the blade.



LEVEL 1

LESSON 2

PASSING

TACTICAL PROBLEM

Maintaining possession of the ball/puck

LESSON FOCUS

Stationary passing

OBJECTIVES

- A regular pass is any pass closer than 20 feet
- Make/receive an accurate pass to a stationary object/partner

LESSON REMINDERS

The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.

**LEVEL 1**

LESSON 2

STATIONARY PASSING

PRACTICE TASK

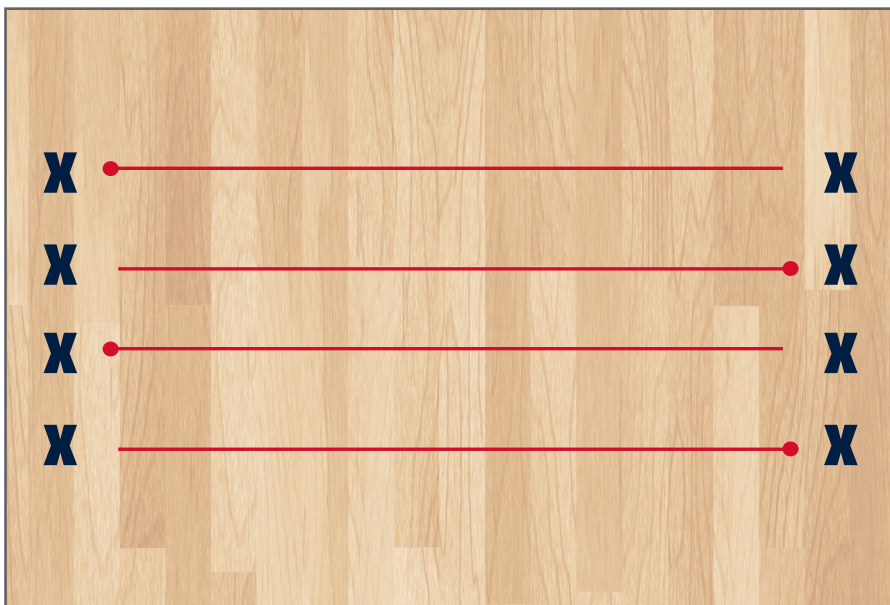
SETUP: All players receive a ball/puck and stick and find a space along the wall. For a time specified by the teacher, players will pass the ball/puck against the wall to practice the proper technique/stance. Players should have their hip facing the wall, passing the ball/puck across their body.



LEVEL 1: LESSON 2

DRILL 1

STATIONARY PASSING



SETUP: Players partner up, stand 10-12 feet apart and pass back and forth.

GOAL: Make controlled passes back and forth to a partner.

- CONDITIONS:**
- Emphasize keeping hands away from body and sweeping the ball/puck.
 - The player's toes should be pointed towards the wall and their hip parallel to their partner.
 - Sweep the ball/puck towards partner by **pushing** the stick across the body.
 - Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
 - While this drill should be performed by staying stationary or in one area, players are allowed to move their feet to collect the ball/puck if their partner passes at their feet. They should not have to keep their feet glued to the floor.

DRILL EXTENSION

GOAL: Make and receive all passes using the backhand side of the blade.

CONDITIONS:

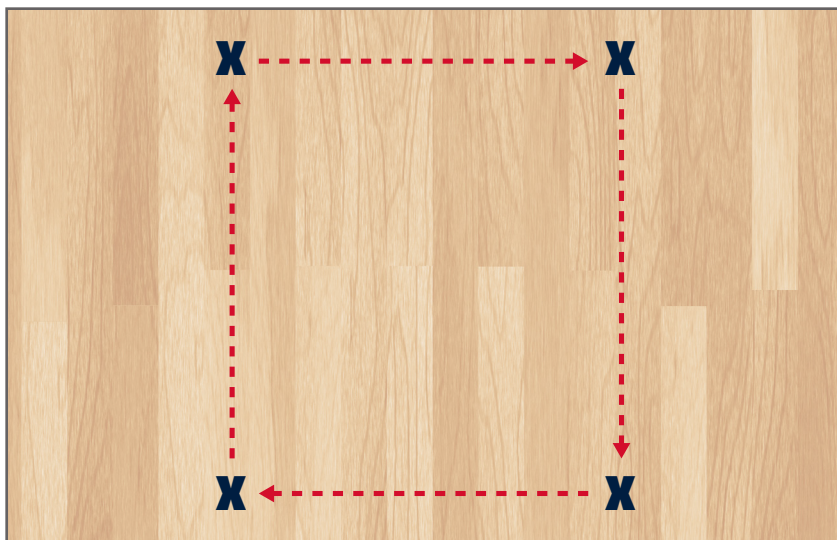
- Emphasize keeping hands away from body and sweeping the ball/puck.
- The player's toes should be pointed towards the wall and their hip parallel to their partner.
- Sweep the ball/puck towards partner by **pulling** the stick across the body.
- Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
- While this drill should be performed by staying stationary or in one area, players are allowed to move their feet to collect the ball/puck if their partner passes at their feet. They should not have to keep their feet glued to the floor.



LEVEL 1: LESSON 2

DRILL 2

GROUP STATIONARY PASSING



SETUP: Players split into groups of three or four. Each group will stand in a triangle or square formation and pass clockwise to their teammates. Switch to passing counterclockwise after a few pass attempts. Passes should be made 10-12 feet apart. Teachers can make up different order if given enough time. If all players master this, use two balls/pucks at once for the same group.

GOAL: Execute passing in different directions.

- CONDITIONS:**
- Focus on collecting the pass with the proper technique, stop and control the ball/puck, then pass to the next player.
 - Emphasize keeping hands away from the body and sweeping the ball/puck.
 - Sweep the ball/puck towards the next player by **pushing** the stick across the body.
 - Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
 - While this drill should be performed by staying stationary or in one area, players are allowed to move their feet to collect the ball/puck if their partner passes at their feet. They should not have to keep their feet glued to the floor.

DRILL EXTENSION

GOAL: Make and receive all passes using the backhand side of the blade.

CONDITIONS:

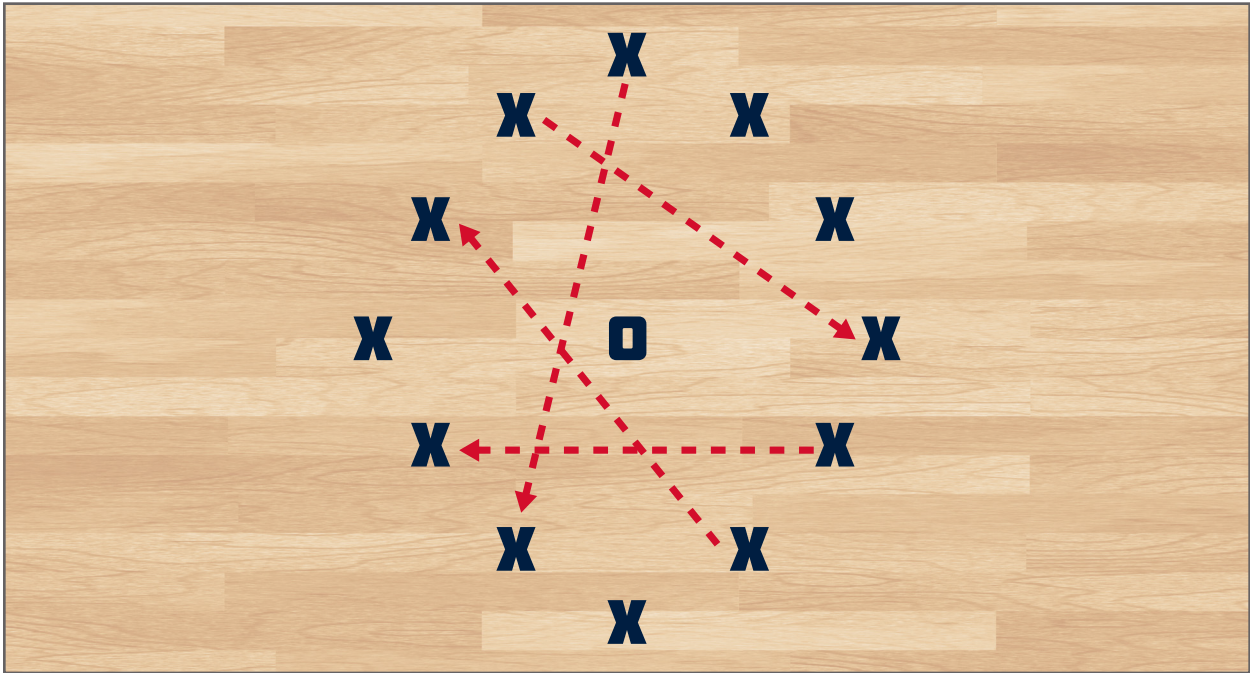
- Focus on collecting the pass with the proper technique, stop and control the ball/puck, then pass to the next player.
- Emphasize keeping hands away from the body and sweeping the ball/puck.
- Sweep the ball/puck towards the next player by **pulling** the stick across the body.
- Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
- While this drill should be performed by staying stationary or in one area, players are allowed to move their feet to collect the ball/puck if their partner passes at their feet. They should not have to keep their feet glued to the floor.



LEVEL 1: LESSON 2

GAME 1

PLAYER-IN-THE-MIDDLE



SETUP: Have players circle up and choose one player to be the player standing in the middle. Have one ball/puck for the entire group. Players pass the ball/puck to players standing across from them (cannot pass to the player next to them) to keep the ball/puck away from the player in the middle. If the player in the middle intercepts the pass, the player whose pass was intercepted is now in the middle. The player in the middle must stay in the middle (cannot move around the circle) to try to intercept the passes. Passes should be made about 10-12 feet apart. This is a stationary game.

GOAL: Make strong and accurate passes while passing around a defender.

- CONDITIONS:**
- Focus on collecting the pass with the proper technique, stop and control the ball/puck, then pass to the next player.
 - Emphasize keeping hands away from the body and sweeping the ball/puck.
 - Sweep the ball/puck towards the players by pushing/pulling the stick across the body.
 - Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
 - While this game should be performed by staying stationary or in one area, players are allowed to move their feet to collect the ball/puck if their partner passes at their feet. They should not have to keep their feet glued to the floor.

**LEVEL 1**

LESSON 2

RECAP

In this lesson, players began to understand the second fundamental skill in hockey: passing. Through this concept they developed an understanding of how to maintain possession of an object through the ability to pass to a teammate/partner. Players also identified the proper technique to both give and receive a stationary pass.

STANDARDS THIS LESSON COVERED (GRADE LEVELS THAT USED CORRESPONDING OUTCOME)

- S.1: Motor Skills and Movement Patterns (Grades 1-8)
- S.2: Movement and Performance (Grades 3-5)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

- Q:** What is the goal of these drills?
- A:** To make accurate passes while receiving the ball/puck with soft hands and controlling the ball/puck on the blade by stickhandling before returning the pass.
- Q:** How do you get the ball/puck to your teammate?
- A:** You sweep the ball/puck towards them by pushing or pulling the stick across the body.
- Q:** Can you move your feet to collect a bad or inaccurate pass?
- A:** Yes.
- Q:** Where should you be looking when you are attempting a pass?
- A:** The other player's stick blade.
- Q:** What part of your body is the stick blade not allowed to rise above following a pass?
- A:** Your knees.



LEVEL 1

LESSON 3

TAKING A SHOT ON NET

TACTICAL PROBLEM

Moving toward the net

LESSON FOCUS

Taking a shot on net (snapshot)

OBJECTIVES

- Make an accurate shot
- Snap the ball/puck into the net using a quick flick of the wrists
- Make an accurate shot after stickhandling around obstacles

LESSON REMINDERS

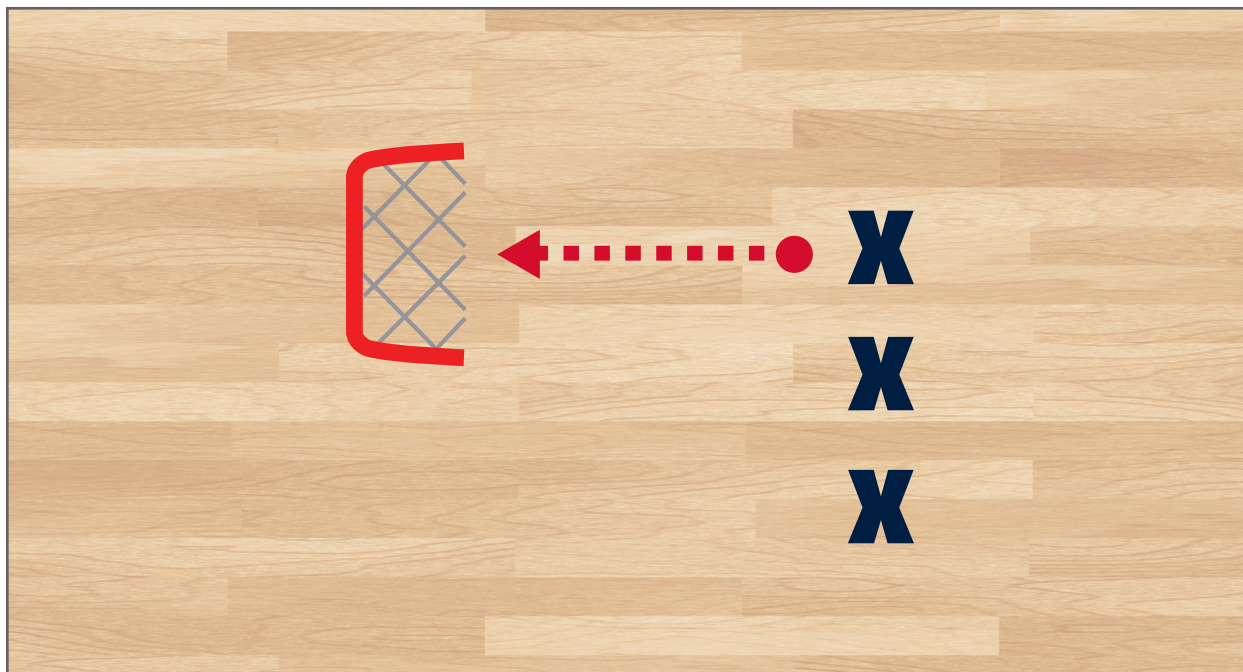
The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 1: LESSON 3

DRILL 1

TAKING A SHOT ON NET (SNAPSHOT)



SETUP: Place one net at either end of the playing area. Split the class into two groups and have players stand in a single-file line about 10 feet in front of each net. Each player will take three shots on net.

GOAL: Execute a proper snapshot.

- CONDITIONS:**
- Player's toes should be pointed towards the wall and their hip parallel to the net.
 - The ball/puck will start on the front foot. Keep the stick blade on the ground and directly behind the ball.
 - Focus on getting the shot off quickly. A snapshot is designed to be a quick shot so that defenders and the goalie do not have enough time to react.
 - Focus on looking at the net to ensure a more accurate shot.

DRILL EXTENSION

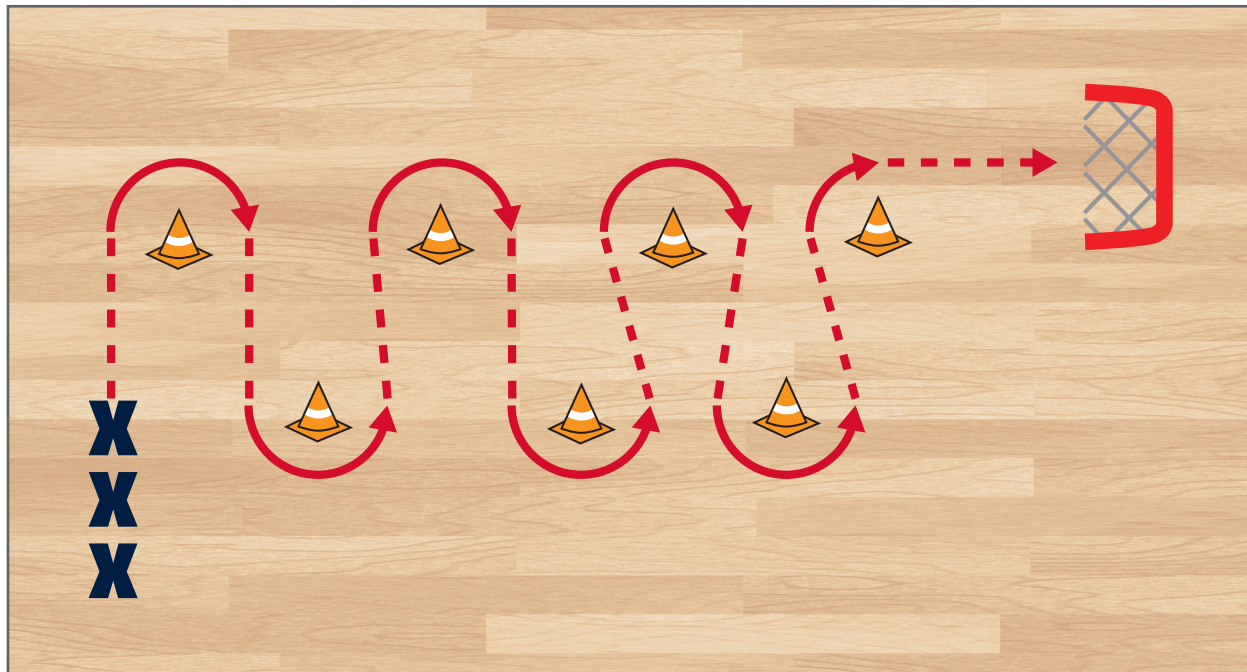
GOAL: Execute a shot on net using the backhand. Try lifting/elevating the ball off the ground when taking a shot on net.



LEVEL 1: LESSON 3

DRILL 2

STICKHANDLE INTO A SHOT ON NET



SETUP: Place seven cones in a zig-zag formation across the floor with a net at the end of the set of cones. Players will line-up behind the first cone and stickhandle through the cones, finishing with a shot on net.

GOAL: Execute a proper snapshot while moving after stickhandling around obstacles.

- CONDITIONS:**
- Focus on using both the inside (forehand) and outside (backhand) part of the blade.
 - Stickhandle the ball/puck the entire time. Do not push the ball/puck around the cones.
 - After players take a shot on net, have them retrieve the ball/puck and get back in line.

DRILL EXTENSION

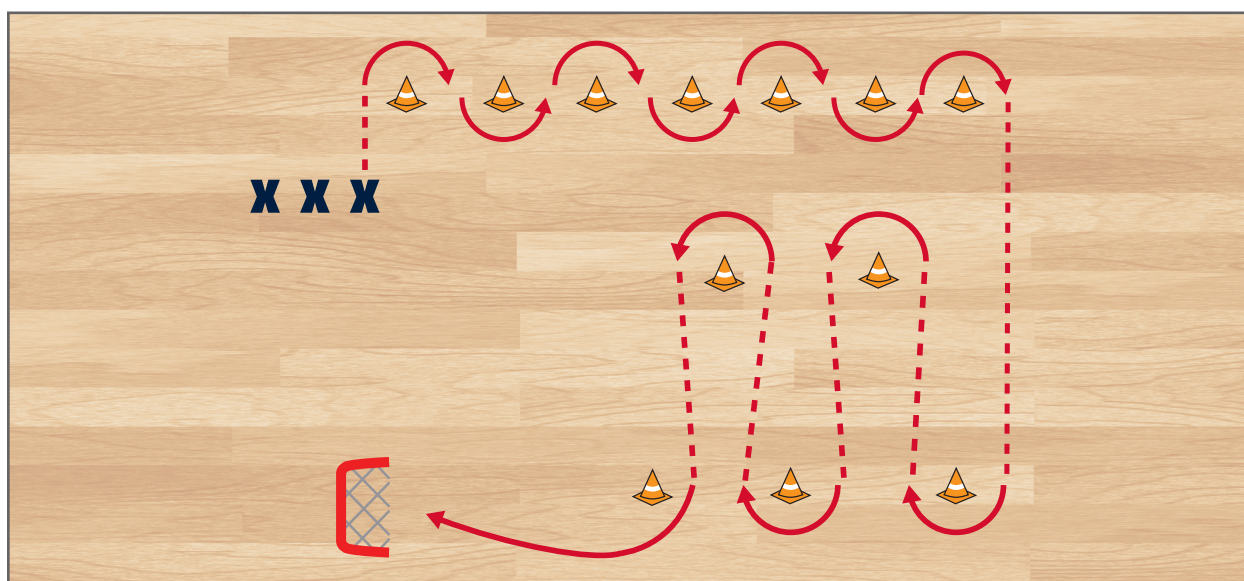
GOAL: Execute a shot on net using the backhand. Try lifting/elevating the ball off the ground when taking a shot on net.



LEVEL 1: LESSON 3

DRILL 3

OBSTACLE COURSE STICKHANDLE INTO A SHOT ON NET



SETUP: Create two lines of cones side-by-side. In one line, place seven cones in a single-file line about 2 feet apart from each other. In the other line, place five cones in an “S” formation. A net should be placed at the bottom of the “S” formation. *May also use other objects as obstacles to stickhandle around or expand the course at teacher’s discretion.*

GOAL: Execute different stickhandling techniques while transitioning into the proper position to execute a shot.

- CONDITIONS:**
- Focus on keeping the ball/puck close to the body when stickhandling around the first set of cones. On the second set of cones (“S” formation), stickhandle with the ball/puck further away from the body to practice maintaining control.
 - Focus on using both the inside (forehand) and outside (backhand) part of the blade when stickhandling.
 - After stickhandling around the final cone, transition into the proper position to execute a snapshot.
 - When taking a shot on net, focus on looking at the target and following through by pointing the stick blade at the net after the shot to ensure accuracy.

DRILL EXTENSION

GOAL: Execute a backhand shot on net after stickhandling around the cones.

**LEVEL 1**

LESSON 3

RECAP

In this lesson, players began to understand the final fundamental skill in hockey: taking a shot on net. Through this concept they developed an understanding of how to move toward the net by striking an object using an implement and worked in a skill level progression through taking a stationary shot, taking a shot while moving forward, and taking a shot after moving around obstacles.

STANDARDS THIS LESSON COVERED (GRADE LEVELS THAT USED CORRESPONDING OUTCOME)

- S.1: Motor Skills and Movement Patterns (Grades 1-8)
- S.2: Movement and Performance (Grades 3-5)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: Where should you be looking as you are executing a shot on net?

A: Your target (the net) and not down at the ball/puck.

Q: Should your toes be facing the net as you take a shot?

A: No, your toes should be pointed towards the wall and your hips parallel to the net so you are taking a shot across your body.

Q: What part of your body is the stick blade not allowed to rise above following a shot on net?

A: Your knees.

[illegible]



LEVEL 2

BEGINNER 2

[illegible]



LEVEL 2

LESSON 1

STICKHANDLING / PASSING

TACTICAL PROBLEM

Maintaining possession of the ball/puck

LESSON FOCUS

Supporting the ball/puck carrier

OBJECTIVES

- Be in position to receive a pass with the stick blade on the ground and in an area away from the defender
- Support the ball/puck carrier constantly. Players without the ball/puck should be constantly moving to open areas to receive a pass

LESSON REMINDERS

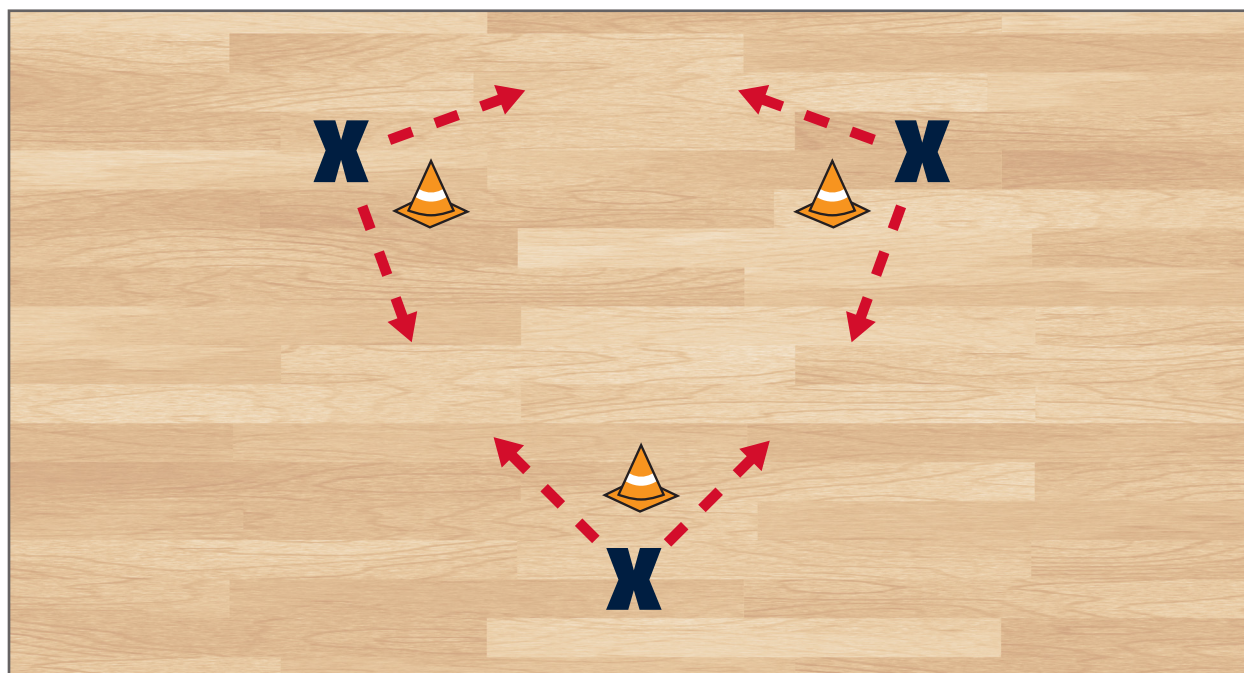
The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 2: LESSON 1

DRILL 1

SUPPORTING THE BALL/PUCK CARRIER



SETUP: Separate players into groups of three. Each group gets three cones, a stick for each player, and one ball/puck for the group. Groups will find an open space to set up their cones. Cones are to be scattered in the group's space. Each player in the group will begin by standing behind each cone. The cone acts as the defender. Passes should be made 10-12 feet apart.

GOALS:

- Execute a proper pass around an obstacle.
- Support the ball/puck carrier by finding an open passing lane to receive a pass.

CONDITIONS:

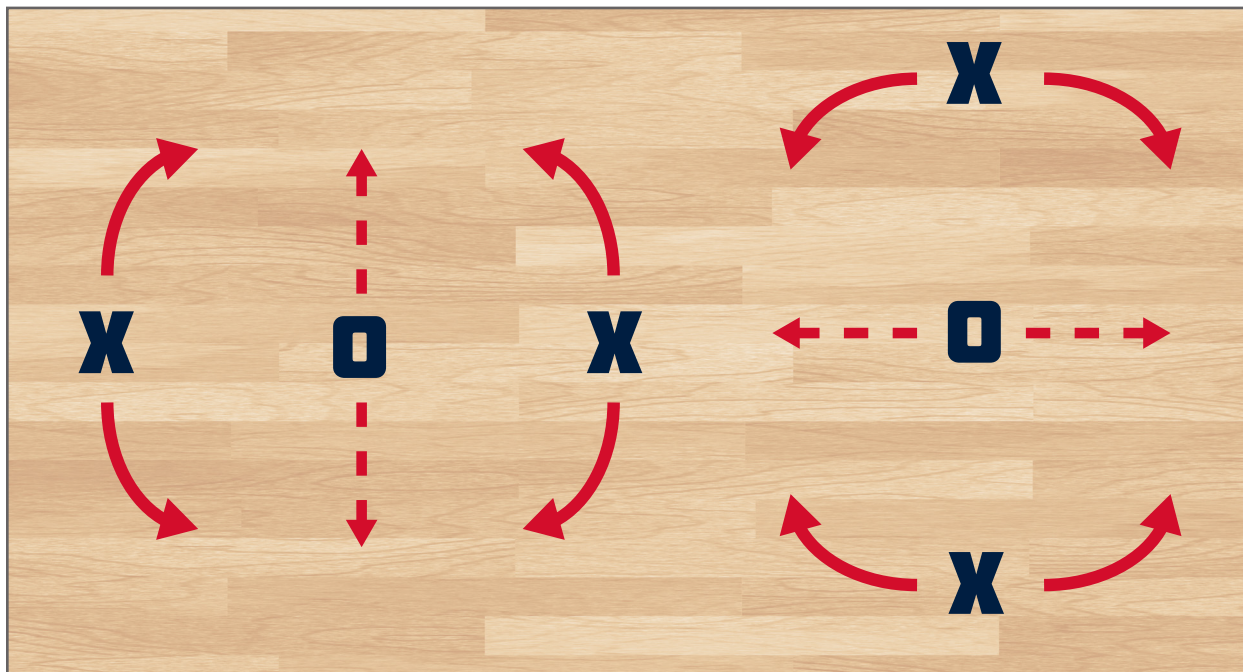
- Passes should only be made once the other player is moving away from the cone, finding an open lane to receive the pass.
- Focus on collecting the pass with the proper technique, stop and control the ball/puck, then pass to the next player.
- Emphasize keeping hands away from the body and sweeping the ball/puck.
- Sweep the ball/puck towards the players by pushing the stick across the body.
- Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
- Players should be constantly moving on either side of the cone looking for a pass. They should not be standing stationary.
- This is a continuous drill. Start a timer for five minutes, with players passing the entire time.



LEVEL 2: LESSON 1

GAME 1

DEFENDER-IN-THE-MIDDLE



SETUP: Continue in groups of three but remove the cones. Two players will pass around the defender as the defender attempts to intercept the pass. Create a defined space for each group. Passes should be made 10-12 feet apart.

GOAL: Support the ball/puck carrier around a defender.

- CONDITIONS:**
- The defender must stay in the middle of the two other players in the space provided. The defender cannot attempt to steal the ball/puck from either player but must attempt to intercept the pass.
 - Players who are passing to each other should constantly be moving to open areas and creating passing lanes to execute an accurate pass around the defender.
 - Once the defender intercepts a pass, the player whose pass was intercepted now becomes the defender.

**LEVEL 2**

LESSON 1

RECAP

In this lesson, players continued to work on their stickhandling and passing skills. Through these concepts they developed an understanding of how to maintain possession of the ball/puck by supporting their teammates. This concept was further developed by them beginning to understand the importance of finding open areas and creating passing lanes in order for their teammates to have the space to execute a pass.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 5-8)
- S.2: Movement and Performance (Grades 1-8)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: Should you stand still (in one place) when executing these drills?

A: No, you should be constantly moving to create open passing lanes.

Q: How can players without the ball/puck help a teammate who has possession?

A: Players should be in position to receive a pass by moving to an open space where the defender is not between that player and their teammate.

Q: Where should supporting players go when they are looking for a pass?

A: Players should go to open spaces around the defenders. Supporting players need to be moving around the defender to find open passing lanes to receive a pass from a teammate who has possession of the ball/puck.



LEVEL 2

LESSON 2

PASSING

TACTICAL PROBLEM

Maintaining possession of the ball/puck

LESSON FOCUS

Passing on-the-move

OBJECTIVES

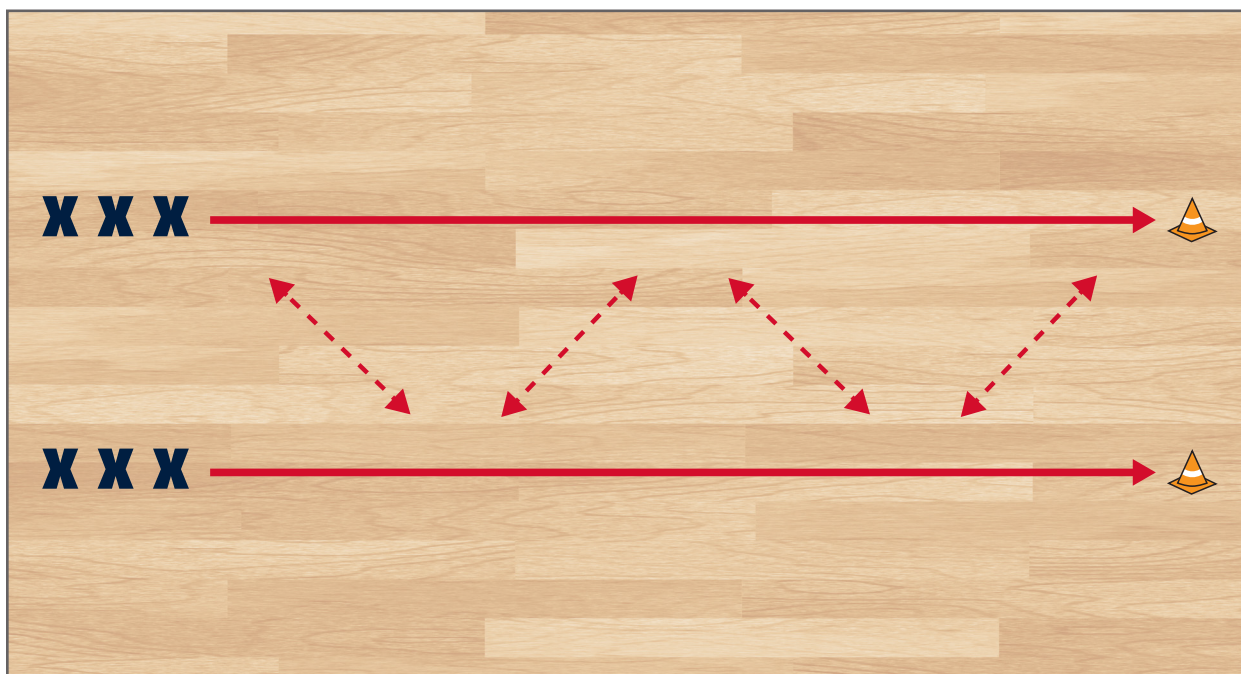
- Focus on collecting the pass with the proper technique, stop and control the ball/puck, then pass back to partner
- Keep feet moving the whole time

LESSON REMINDERS

The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 2: LESSON 2

DRILL 1**PASSING ON-THE-MOVE**

SETUP: Separate players into two even groups standing in lines behind two cones. Place two more cones at the top of each line in the middle of the playing area. Players are to make their way up the playing area while passing the ball/puck back and forth with their partner in the other line. When players get to the cones at the top, they will turn around and return to the line while passing back and forth. Passes should be made 10-12 feet apart.

GOAL: Execute proper passes while moving.

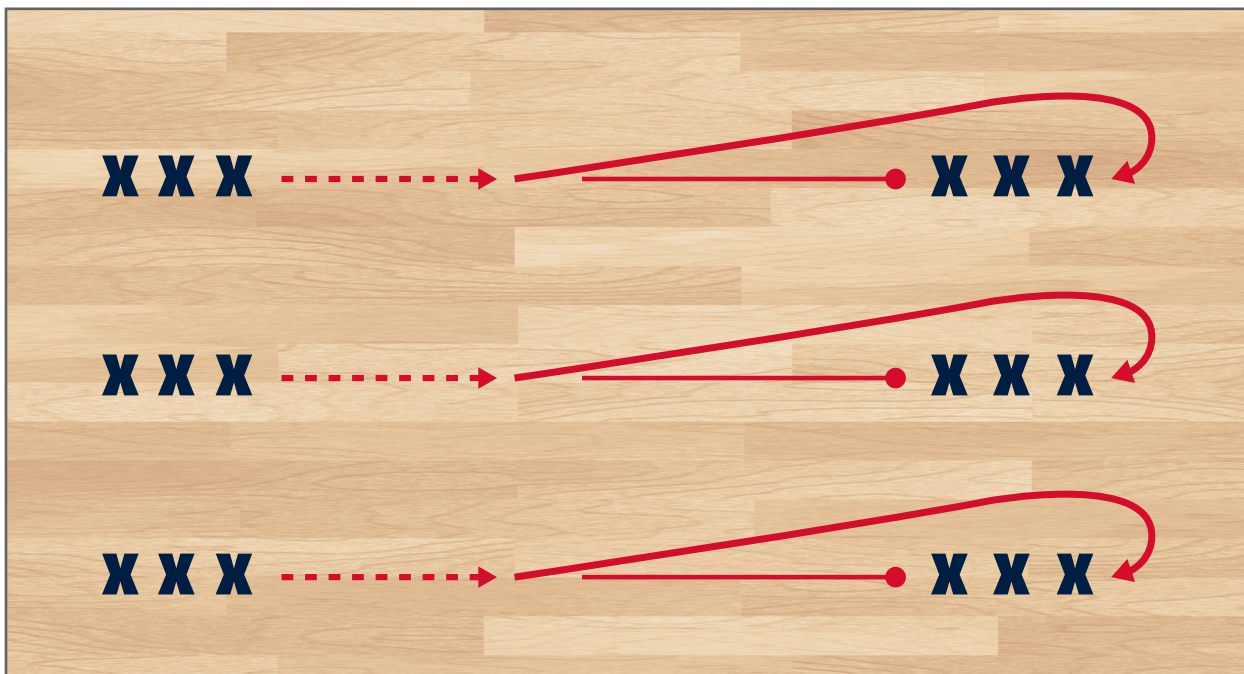
- CONDITIONS:**
- Focus on using both a forehand and backhand pass while keeping up with partner.
 - When making a pass, lead partner by passing in front of them slightly so their momentum carries them into the pass and keeps them moving forward. Passing to where the partner is as opposed to where they are going will result in the ball/puck falling behind them which can stop their momentum.
 - Execute accurate passes by looking at the stick blade of partner.



LEVEL 2: LESSON 2

DRILL 2

SHUTTLE PASSING



SETUP: Split players up into two lines facing each other, about 15 feet apart. The first player takes three steps forward (while stickhandling), passes to the player in the opposite line and joins the back of that line. The player who received the pass then takes three steps (while stickhandling), passes and joins the back of the opposite line. This drill is continuous, so as soon as a player receives a pass, they begin their turn.

GOAL: Execute proper passes while moving.

- CONDITIONS:**
- Execute accurate passes by looking at the target (partner's stick blade).
 - Focus on collecting the pass with the proper technique, stop and control the ball/puck, then pass back to partner.
 - Sweep the ball/puck towards the players by pushing the stick across the body.
 - Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
 - All players should go through three times.

**LEVEL 2**

LESSON 2

RECAP

In this lesson, players continued their understanding of different ways to maintain possession of the ball/puck and also worked in a skill level progression by continuing to develop their passing skills. Through these concepts they developed an understanding of the difference in technique between a stationary pass and passing while moving forward.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 2-5)
- S.2: Movement and Performance (Grades 3-5)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: Where should you be passing to your teammate?

A: You should be passing slightly ahead of them so they don't have to stop their momentum moving forward to collect the pass.

Q: Should you slap the ball/puck back to your teammate immediately after receiving the pass?

A: No, you should collect the pass with proper technique, stop and control the ball/puck, then pass back to your teammate.



LEVEL 2

LESSON 3

TAKING A SHOT ON NET

TACTICAL PROBLEM

Moving toward the net

LESSON FOCUS

Taking a shot on net (wrist-shot)

OBJECTIVES

- Make an accurate shot
- Push the ball/puck across the body by sweeping it towards the net and flick/snap wrists to create velocity on the shot during follow through
- Make an accurate shot after stickhandling around obstacles

LESSON REMINDERS

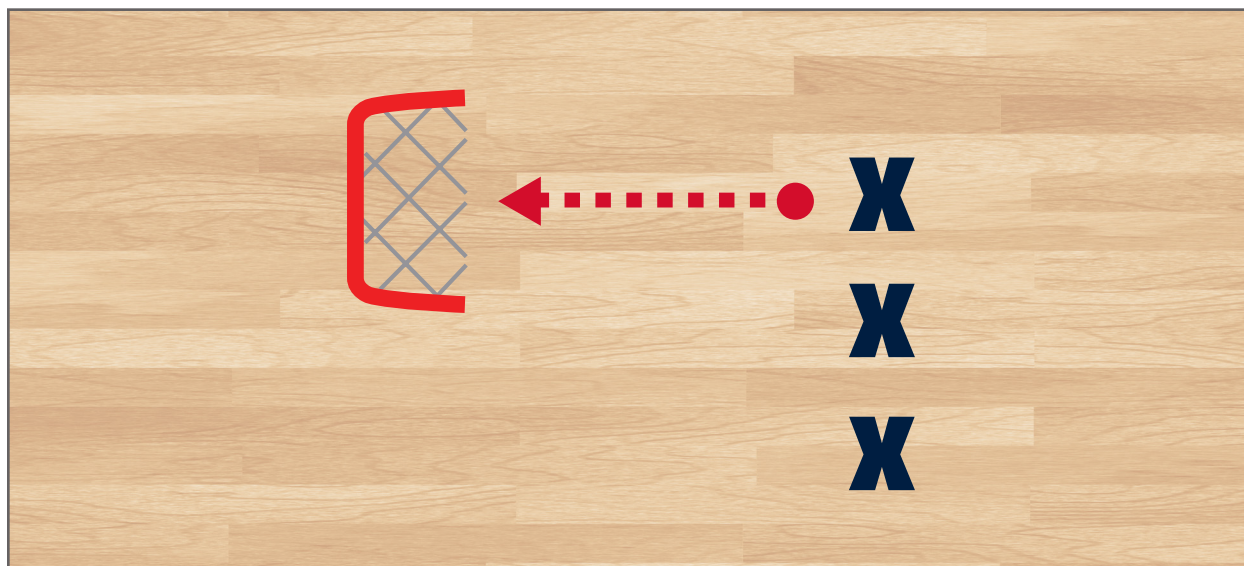
The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 2: LESSON 3

DRILL 1

TAKING A SHOT ON NET (WRIST-SHOT)



SETUP: Place one net at either end of the playing area. Split the class into two groups and have players line up in a single-file line about 10 feet in front of each net. Each player will take three shots on net.

GOAL: Execute a proper wrist-shot.

- CONDITIONS:**
- Player's toes should be pointed towards the wall and their hip parallel to the net.
 - Bring ball to back foot, putting weight on the back foot to generate power in the shot.
 - Transfer weight from back foot to front foot while sweeping the ball through. This motion should be across the player's body.
 - The bottom hand should be **pushing** the stick across the body.
 - Focus on looking at the target (net) during shot attempt.
 - Point the stick blade towards the target (net) after the shot to ensure accuracy.
 - The stick blade should never be lifted above the knees during the follow through.

DRILL EXTENSION

GOAL: Execute a proper backhand shot after receiving a pass. Try lifting/elevating the ball/puck off the ground when executing the shot.

CONDITIONS:

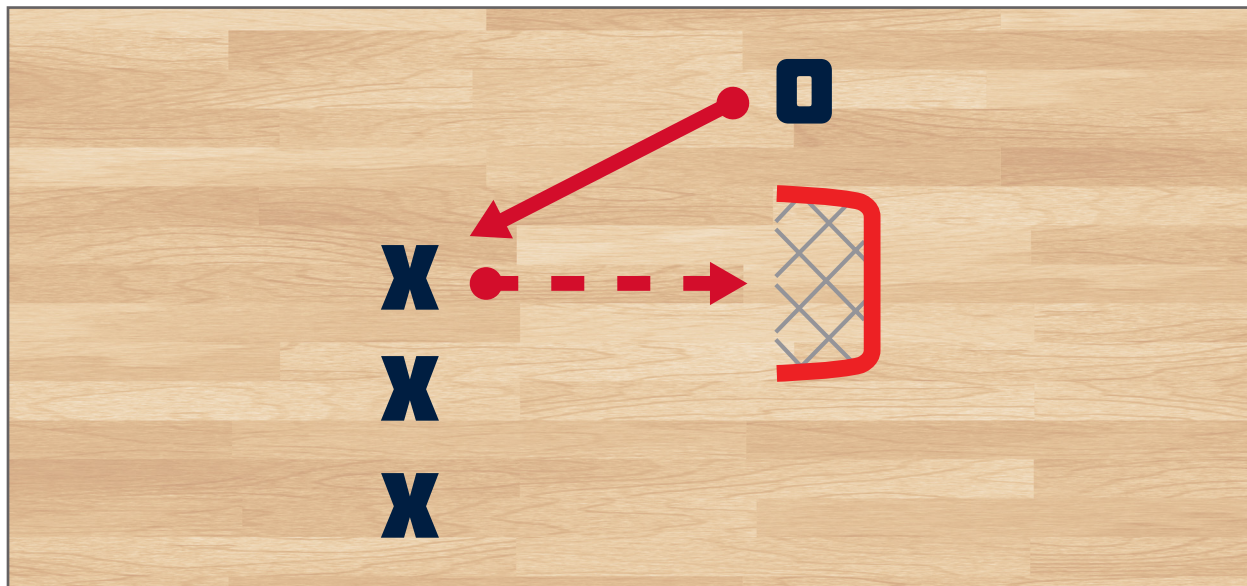
- Sweep the ball/puck across the body using the outside of the blade (backhand).
- The bottom hand should be **pulling** the stick across the body.



LEVEL 2: LESSON 3

DRILL 2

RECEIVING A PASS AND TAKING A SHOT ON NET (STATIONARY)



SETUP: Place one net on either side of the playing area. Split players into two groups and have each group stand in a line 10 feet away from each net. The teacher (or another player) will stand beside each net and pass the ball/puck to the player in line. Once the player receives the pass from the teacher, they will take a shot on net.

GOAL: Execute a proper shot after receiving a pass.

- CONDITIONS:**
- Focus on receiving passes using the proper technique, stop and control the ball/puck, then execute an accurate wrist-shot.
 - Players should look at their target when attempting a shot on net.
 - Make an accurate shot.
 - Push the ball/puck across the body by sweeping it towards the net and flick/snap wrists to create velocity during follow through.
 - Transfer weight from back foot to front foot during the motion in order to put more velocity on the shot.

DRILL
EXTENSION

GOAL: Execute a proper backhand shot after receiving a pass. Try lifting/elevating the ball/puck off the ground when executing the shot.

CONDITIONS:

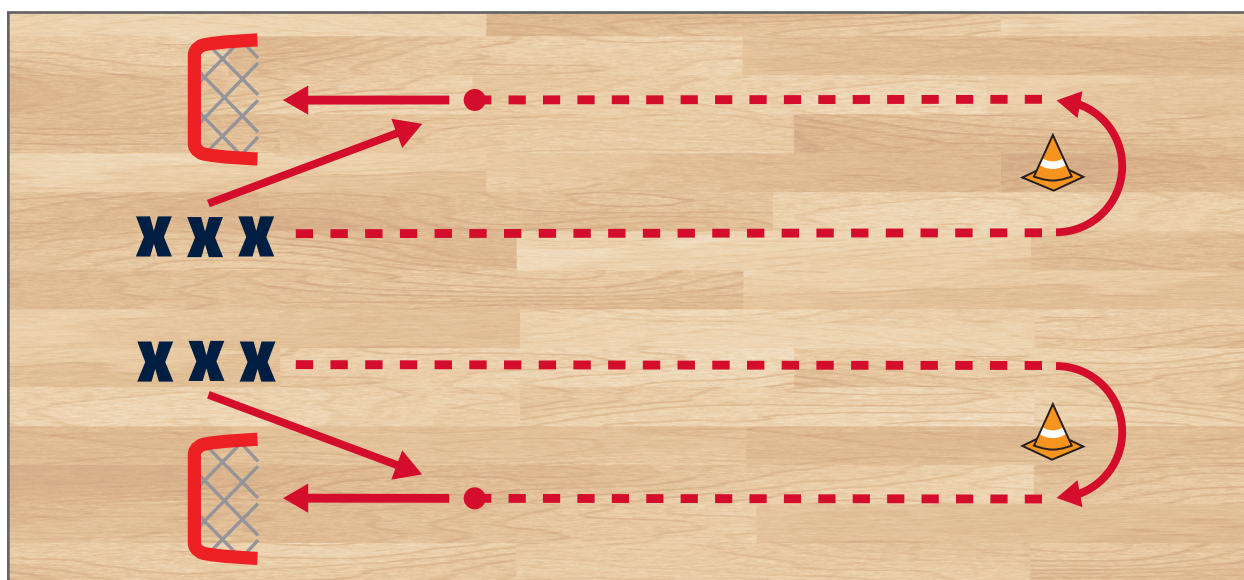
- Sweep the ball/puck across the body using the outside of the blade (backhand).
- The bottom hand should be **pulling** the stick across the body.



LEVEL 2: LESSON 3

DRILL 3

RECEIVING A PASS AND TAKING A SHOT ON NET (ON-THE-MOVE)



SETUP: Split players into two lines. Each line will stand behind a cone. Place another cone at the top of each line about 40 feet away, and a net about 10 feet away from the line where the drill begins. The first player in line will run up and around the cone at the top, receive a pass from the next player in line and take a shot on net. Students should change sides every rotation. Having two separate lines allows students to practice receiving passes on both their forehand and backhand.

GOAL: Execute a proper shot after receiving a pass while moving.

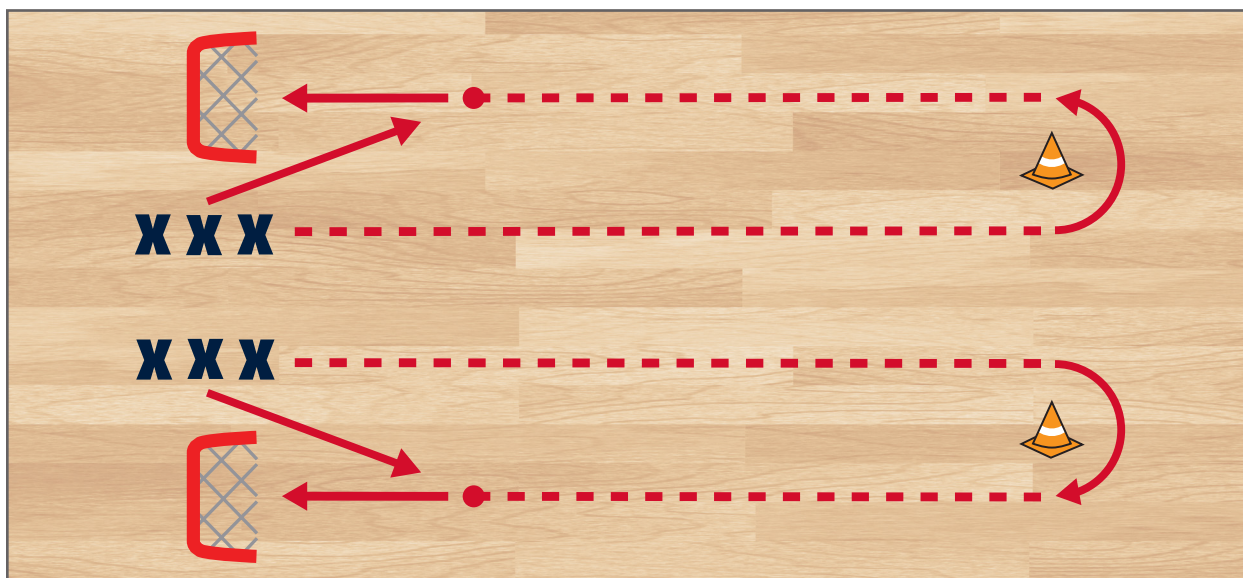
- CONDITIONS:**
- Focus on receiving passes using the proper technique, stop and control the ball/puck, then execute an accurate wrist-shot.
 - Players should look at their target when attempting a shot on net.
 - Make an accurate shot.
 - Push/pull the ball/puck across the body by sweeping it towards the net and flick/snap wrists to create velocity during follow through.
 - Transfer weight from back foot to front foot during the motion in order to put more velocity on the shot.



LEVEL 2: LESSON 3

GAME 1

RECEIVING A PASS AND TAKING A SHOT ON NET (RELAY RACE)



SETUP: Same setup as Drill 1. Separate players into two teams.

GOAL: Execute a proper shot after receiving a pass while moving.

- CONDITIONS:**
- All players from both teams must execute proper passes and must score in the net in order to win the game. If players miss the net or do not execute an accurate pass, they must retrieve their ball/puck and try again.
 - The team that has each player successfully score wins.

**LEVEL 2**

LESSON 3

RECAP

In this lesson, players continued the development of their ability to take different shots on net. Through this concept they continued their work in a skill level progression through taking a stationary shot, taking a shot while moving forward, and taking a shot after moving around obstacles and also began their development in using the proper technique to receive a pass and execute a shot on net in the same sequence.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 1-8)
- S.2: Movement and Performance (Grades 1, 3, 4 and 5)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

- Q:** When attempting a shot on net after receiving a pass, should you slap the ball/puck immediately after receiving the pass?
- A:** No, you should collect the ball/puck using the proper technique, stop and control the ball/puck, then execute a proper shot on net.
- Q:** How can you ensure that you collect the pass accurately?
- A:** By keeping your head up, watching the ball/puck as it comes to you and cushioning it onto the stick blade.
- Q:** Where should you be looking as you are executing a shot on net?
- A:** Your target (the net) and not down at the ball/puck.
- Q:** What part of your body is the stick blade not allowed to rise above following a shot on net?
- A:** Your knees.



LEVEL 3

INTERMEDIATE 1

[illegible]



LEVEL 3

LESSON 1

PASSING

TACTICAL PROBLEM

Maintaining possession of the ball/puck

LESSON FOCUS

Passing from a distance (long pass)

OBJECTIVES

- Use a pass from a distance to keep possession of the ball/puck
- Use more force to push the ball/puck a further distance

LESSON REMINDERS

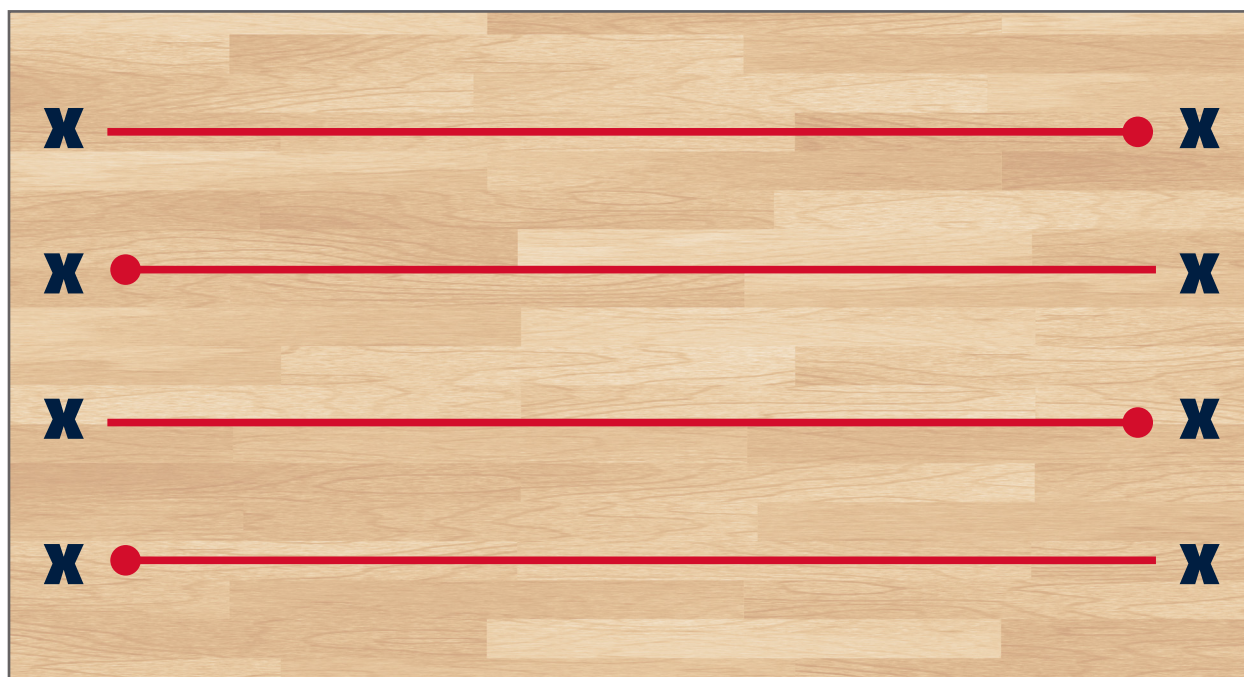
The stick-blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 3: LESSON 1

DRILL 1

PASSING FROM A DISTANCE (LONG PASS)



SETUP: Players partner up, partners stand on opposite sides of the playing area.

GOAL: Make controlled passes to a partner at a greater distance.

- CONDITIONS:**
- A long pass is any pass further than 20 feet.
 - Emphasize keeping hands away from body and sweeping the ball/puck.
 - The player's toes should be pointed towards the wall and their hip parallel to their partner.
 - Sweep the ball/puck towards partner by **pushing** the stick across the body.
 - Follow through after the pass by pointing the stick blade at the target to ensure accuracy.
 - While this drill should be performed by staying stationary or in one area, players are allowed to move their feet to collect the ball/puck if their partner passes at their feet. They should not have to keep their feet glued to the floor.
 - In order to execute a pass from a greater distance, players will need to sweep the ball/puck harder using more force to generate enough velocity for the pass to reach their partner.

DRILL
EXTENSION

GOAL: Make and receive all passes using the backhand side of the blade.

**LEVEL 3**

LESSON 1

RECAP

In this lesson, players continued their understanding of different ways to maintain possession of the ball/puck by understanding concepts of force and velocity when passing to teammates at various distances.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 5-7)
- S.2: Movement and Performance (Grades 1-5)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: What is the goal of these drills?

A: To make accurate passes while receiving the ball/puck with soft hands and controlling the ball/puck on the blade by stickhandling before returning the pass.

Q: How do you get the ball/puck to your teammate?

A: You sweep the ball/puck towards them by pushing or pulling the stick across the body. To pass to a teammate farther away, you use more force when pushing or pulling (passing) the ball/puck to allow it to travel a greater distance.

Q: Can you move your feet to collect a bad or inaccurate pass?

A: Yes.

Q: Where should you be looking when you are attempting a pass?

A: The other player's stick blade.

**LEVEL 3**

LESSON 2

PLAYER POSITIONING

TACTICAL PROBLEM

Move toward the net/Defending space

LESSON FOCUS

Positioning when playing against an opponent

OBJECTIVES

- Use proper stickhandling technique when moving around obstacles
- Execute an accurate pass using proper technique
- Develop an understanding of how to get around a defender while stickhandling
- Develop an understanding of how to defend an opponent

LESSON REMINDERS

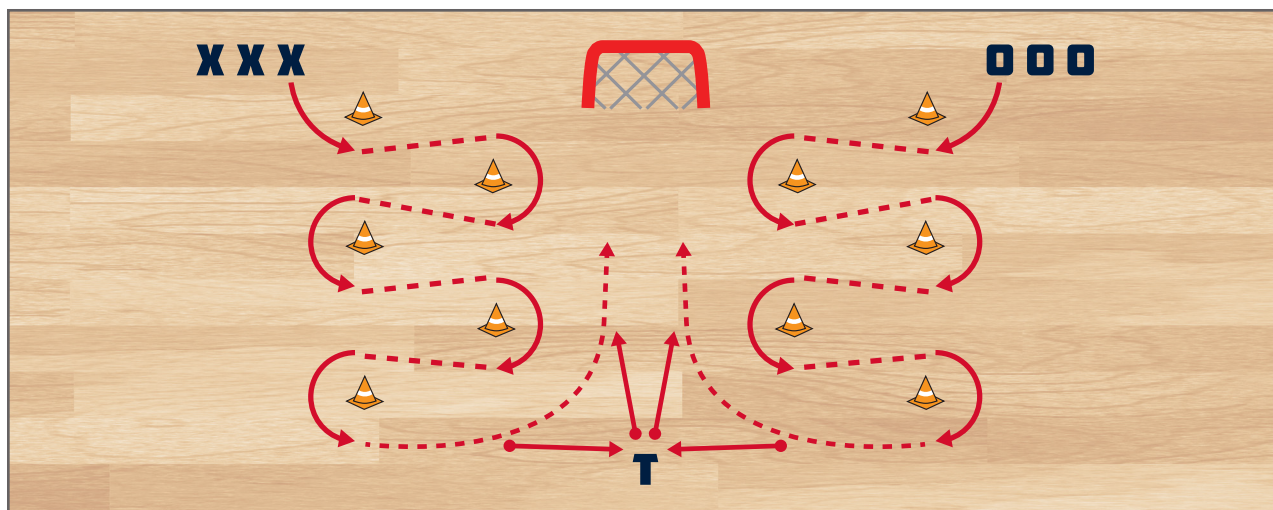
The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 3: LESSON 2

GAME 1

1-ON-1 RACE



SETUP: This game requires one net, ten cones, and three balls/pucks. Split players into two teams each lining up on either side of the net. Set up five cones in a zig-zag pattern in front of each line of players. One line of players will be designated as the line on offense and the other line will be on defense. The line on offense begins with the ball/puck. The teacher will stand at the top of the playing area. On the whistle, the player on offense will stickhandle the ball/puck around each cone while the defender is running around each cone. Once the player on offense reaches the top of the playing area they will pass the teacher the ball/puck, which the teacher will then pass back to them. Once the teacher passes the ball/puck back to the player on offense, both players will play 1-on-1 towards the goal, staying in between the cones. Once a shot is attempted, the next pair begins.

GOAL: Move toward/defend the goal during a 1-on-1 scenario.

- CONDITIONS:**
- The player on offense will **stickhandle** around the cones before attempting a pass to the teacher. The player on defense will **run** around each cone, then wait for the player on offense to begin attacking the net before being allowed to play defense.
 - The player on offense must use proper stickhandling technique, execute an accurate pass using the proper technique, and execute an accurate shot on net. This game also allows for the offensive player to work on more advanced stickhandling skills in order to get around their opponent towards the net.
 - The player on defense must be in proper position the entire time (keeping both hands on their stick with the stick blade on the ground the entire time they move around the cones and while defending the other player). This allows them to continue to practice being in the proper position when moving around obstacles and gives them a better opportunity to intercept the ball when defending an opponent.
 - Both players need to practice keeping their head up so they can see where they are going and what is in front of them.
 - After a shot is attempted on net, players will switch lines so they both get a chance to play offense and defense.

**LEVEL 3**

LESSON 2

RECAP

In this lesson, players were introduced to the concept of positioning when facing an opponent. Players used previous skills learned to move toward the net while being defended in a game-situation and also developed an understanding of proper defensive positioning when defending against a single opponent.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 5-8)
- S.2: Movement and Performance (Grades 3-8)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: What is the best way to know what's going on around you?

A: By keeping your head up. This ensures you are aware of who has the ball/puck, what passing lanes are open, and where you may need to defend if you are on defense.

Q: How do you get around a defender?

A: By constantly moving or stickhandling to an open space.

Q: What is the proper way to defend an opponent?

A: By keeping both hands on your stick and the stick blade on the ground so you are in proper position to intercept a pass. You should also keep your head up so you can see what the offensive players are doing.



LEVEL 3

LESSON 3

OFFENSIVE POSITIONING

TACTICAL PROBLEM

Creating space/Using space

LESSON FOCUS

Offensive positioning

OBJECTIVES

- Develop an understanding of spacing when moving toward the net
- Create space by using passing lanes
- Stay spread out

LESSON REMINDERS

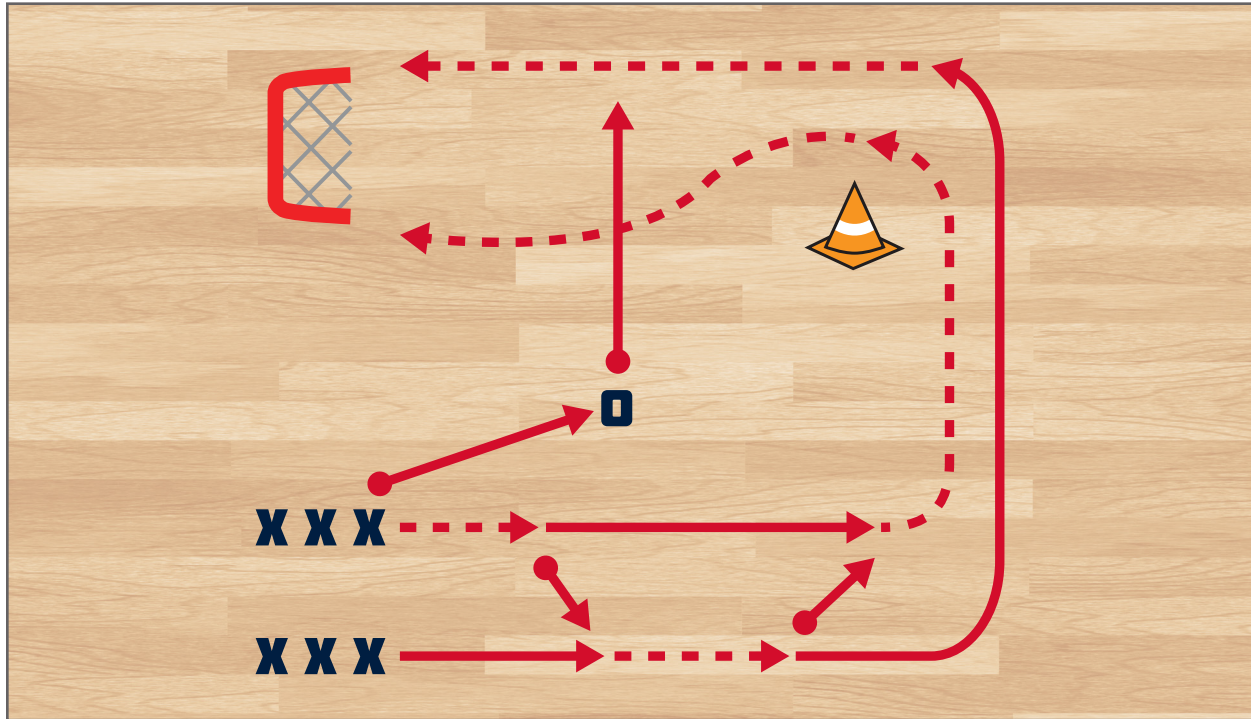
The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 3: LESSON 3

DRILL 1

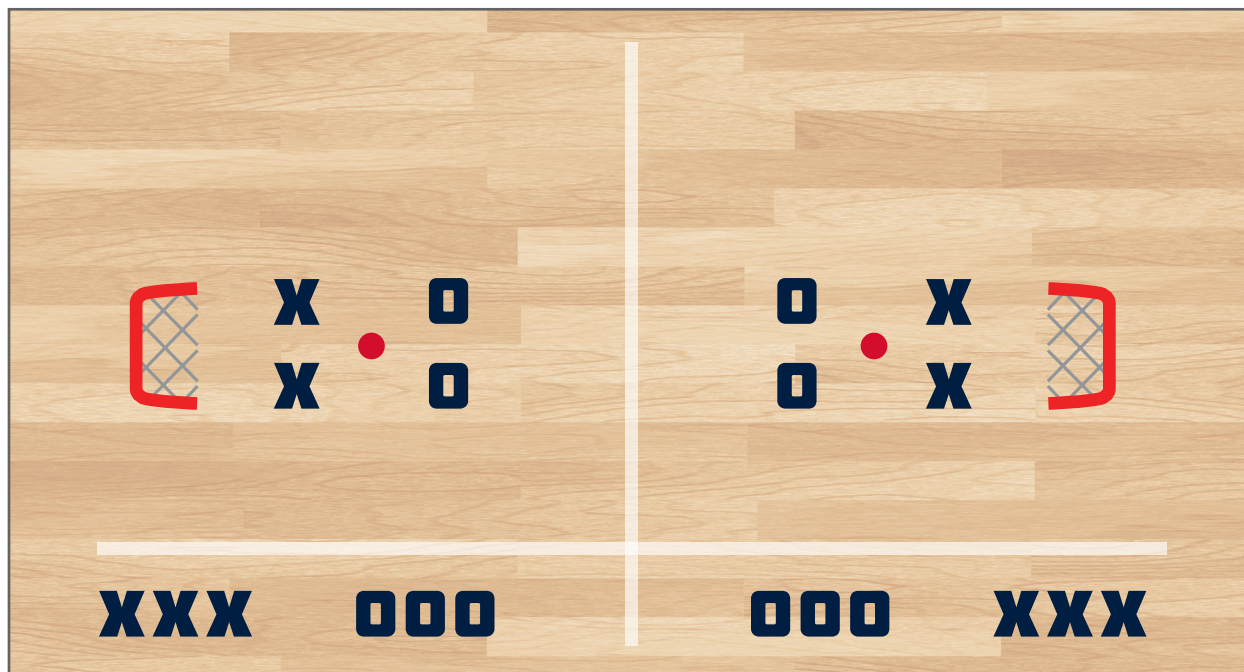
2-ON-1 PASSING



SETUP: Players form two lines at one end of the playing area next to a net. Place a cone at the top of the playing area. One player has the ball/puck and passes to the teacher who passes back as the players move up the playing area passing to each other. Players will turn around the cone and play 2-on-1 with the teacher. Replace the teacher with a player once everyone has gone through the drill one time.

GOAL: Be aware of the need to create space when being defended.

- CONDITIONS:**
- The players controlling the ball/puck on offense must execute three accurate passes before attempting a shot on net.
 - Players should use proper technique when stickhandling and passing.
 - Players should be ready to receive a pass by keeping their stick blade on the ground.

**LEVEL 3: LESSON 3****GAME 1****2-ON-2 TO 5-ON-5 POSSESSION**

SETUP: Players are broken up into groups depending on the size of the game. Divide the playing area in half and begin with a 2-on-2 game on each side. A new game begins after two minutes, or until the teacher decides to stop. Add one player to each team for every new game, working up to a 5-on-5 game.

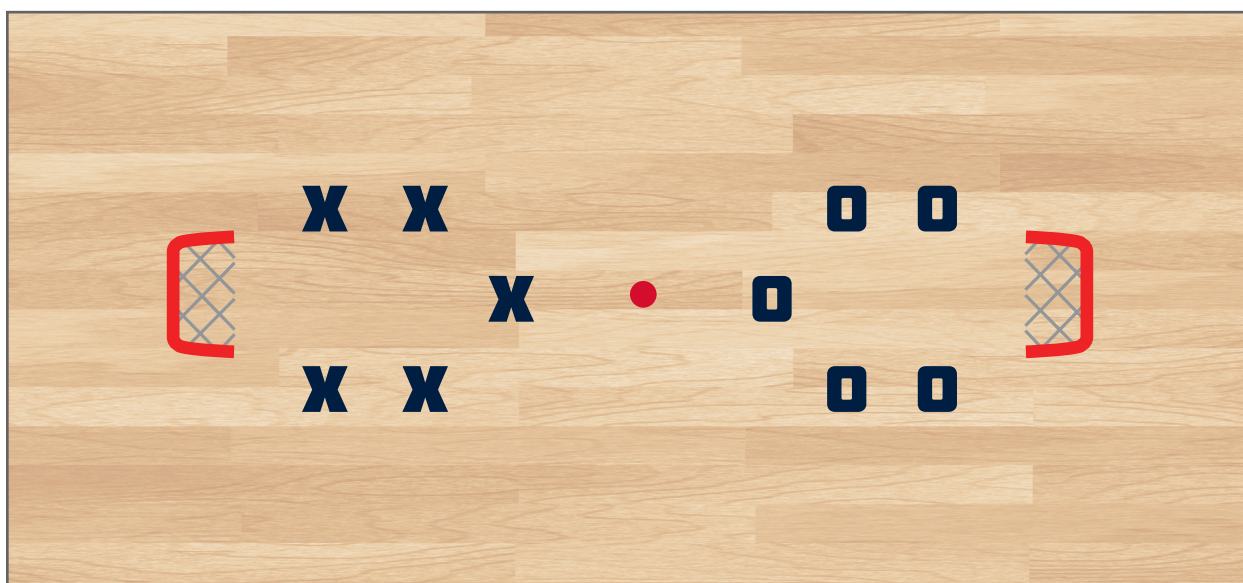
GOAL: Be aware of the need to create space in a confined area.

- CONDITIONS:**
- One team begins with possession of the ball/puck and is the team on offense. The other team begins as the defenders. The offensive team must complete three passes in the area before attempting a shot on net. If the defending team intercepts the ball/puck, they become the team on offense and will resume play starting at the top of the playing area. Possession changes once the defending team intercepts the ball/puck.
 - Players should be constantly trying to get open for a pass by continuously moving.
 - If players begin to bunch up, stop the game and remind them to use the entire playing area and spread out to be available for a pass.
 - The game is played continuously for two minutes, or until the teacher decides to stop.

**LEVEL 3: LESSON 3**

GAME 1 EXTENSION

5 - 0 N - 5 GAME



SETUP: Play a full 5-on-5 game using the entire playing area.

GOAL: Incorporate all lessons of spacing during full game.

CONDITION: If players begin to bunch up, stop the game and remind them to use the entire playing area and spread out to be available for a pass.

**LEVEL 3**

LESSON 3

RECAP

In this lesson, players began to develop an understanding of spatial awareness and the importance of creating and using space when on offense in order to have success. Players also continued their understanding of offensive positioning when working with teammates.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 5-8)
- S.2: Movement and Performance (Grades 3-8)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: How do you create space in the offensive zone?

A: By constantly moving and looking for open passing lanes.

Q: What will defenders do if offensive players are only passing short distances to each other?

A: If offensive players are passing short distances to each other and bunching up, the defenders will move closer to the ball/puck carrier to try to intercept a pass, thus not allowing the offensive team to move efficiently around the playing area.

Q: What is the best way to move toward the net on offense?

A: To use the entire playing area to your advantage. By constantly moving and interchanging lanes and finding open passing lanes, the offensive team will have much more success against the defenders.

[illegible]



LEVEL 4

ADVANCED 1





LEVEL 4

LESSON 1

PLAYER POSITIONING

TACTICAL PROBLEM

Defending space/Creating space/Using space

LESSON FOCUS

Defensive/Offensive positioning

OBJECTIVE

- Develop an understanding of being in the proper position when defending the opposing team

LESSON REMINDERS

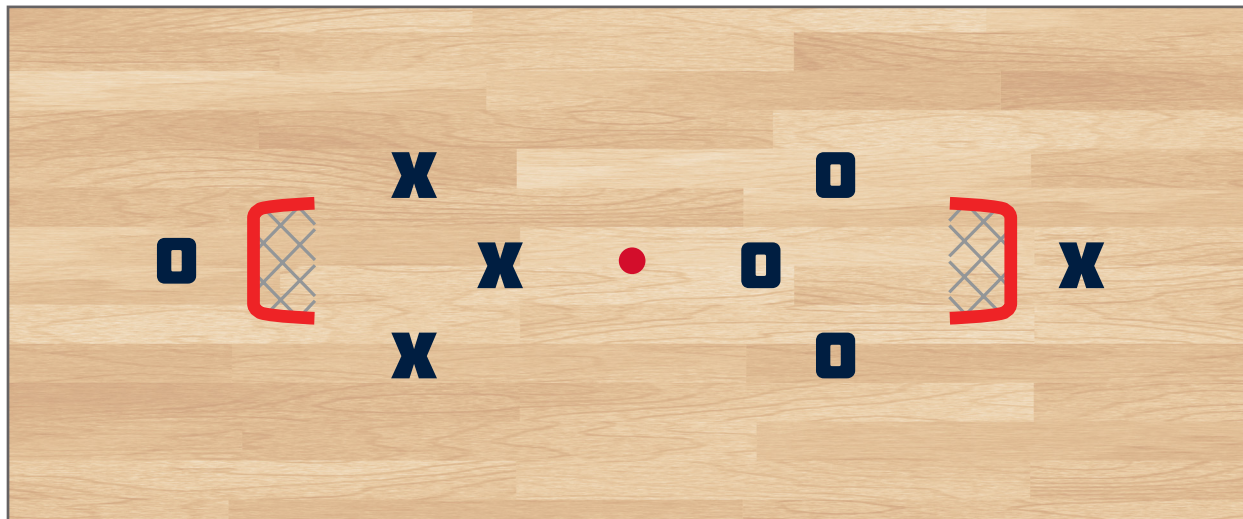
The stick blade stays below the player's knees at all times. Enforce this rule when players are waiting in line for their turn as well as while they are participating in the drill. Enforce the two-strike rule.



LEVEL 4: LESSON 1

GAME 1

SUPPORT PLAYER



SETUP: Players are split into teams of four. Standing behind the net, one player from each team will act as the “support player” who is lined up behind the opposing team’s net. One team begins with the ball/puck to start the game. The team with the ball/puck must pass to the support player before attempting a shot on net. The defending team is attempting to intercept the ball/puck before the other team scores. The game is played 3-on-3 with the fourth player acting as the support player.

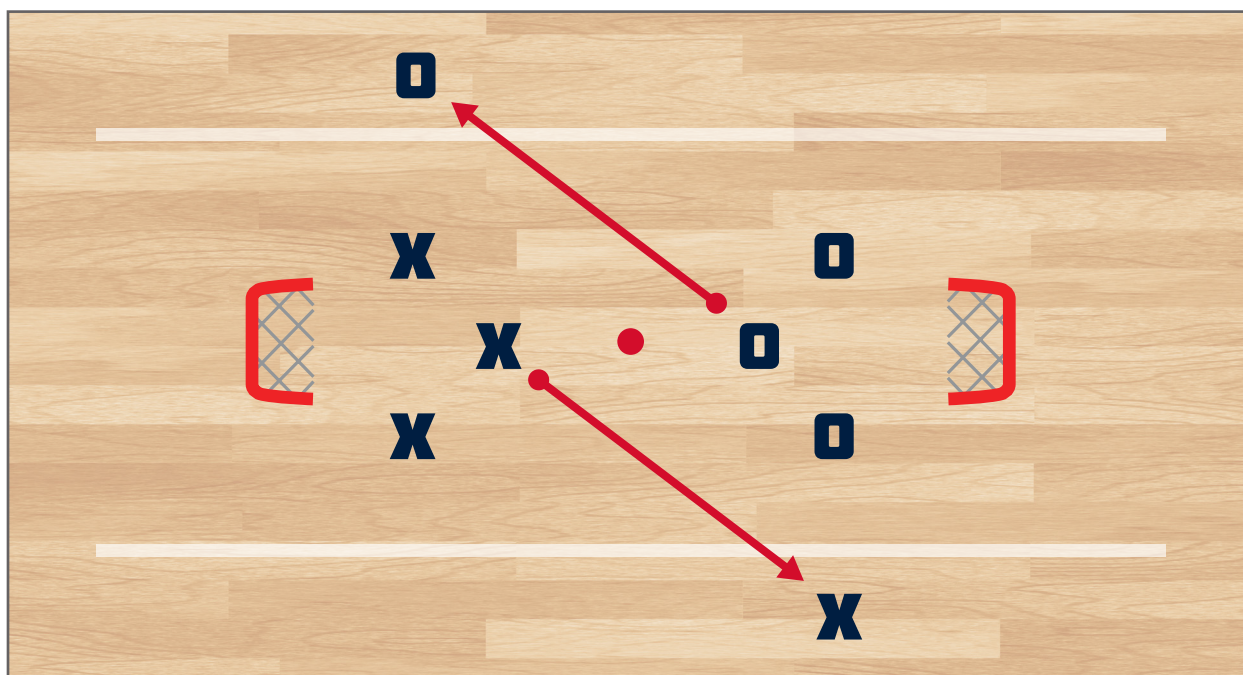
GOAL: Understand offensive/defensive positioning.

- CONDITIONS:**
- Defending players must keep their stick on the ground, ready to intercept the ball/puck from the opposing team. Defending players must match up with a player on offense and shadow them around the playing area in an attempt to intercept a pass.
 - Defending players cannot defend the support player; they must only defend the other players on offense.
 - The team with the ball/puck should be constantly moving to create open passing lanes for each other. The defending team should be constantly moving to cover each player on offense.
 - The support player is allowed to move to either side of the net but must stay behind the net during the game.

**LEVEL 4: LESSON 1**

GAME 1 EXTENSION

SUPPORT PLAYER



SETUP: Same setup as Game 1 but instead of having the “support player” behind the net, have them stand on the sideline of the playing area. Once a team gains possession, they must immediately pass to their support player before continuing down the playing area.

GOAL: Understand offensive/defensive positioning.

- CONDITIONS:**
- Defending players must keep their stick on the ground, ready to intercept the ball/puck from the opposing team. Defending players must match up with a player on offense and shadow them around the playing area in an attempt to intercept a pass.
 - Defending players cannot defend the support player; they must only defend the other players on offense.
 - The team with the ball/puck should be constantly moving to create open passing lanes for each other. The defending team should be constantly moving to cover each player on offense.
 - The support player is allowed to move up and down the sideline but must stay behind the line and not enter the playing area.

**LEVEL 4**

LESSON 1

RECAP

In this final lesson, players put all conceptual knowledge and skill development together to fully understand positioning when in game-situations. Finalizing concepts of defending space on defense and creating and using space on offense give players the ability to play a technically sound game. At this stage, players are fully developed in their knowledge of hockey fundamentals.

STANDARDS THIS LESSON COVERED**(GRADE LEVELS THAT USED CORRESPONDING OUTCOME)**

- S.1: Motor Skills and Movement Patterns (Grades 6-8)
- S.2: Movement and Performance (Grades 3-8)
- S.4: Social Development (Grades 1-8)

DISCUSSION QUESTIONS

Q: How do you create space during play?

A: By constantly moving to open passing lanes with your head up and stick blade on the ground ready to receive a pass.

Q: How do you properly defend an opposing player?

A: By constantly moving with the opposing player around the playing area, keeping them in front of you at all times and keeping your stick on the ground, ready to intercept a pass. Your head should be constantly on a swivel identifying who has the ball/puck and where there are open passing lanes to intercept a pass.



FINAL THOUGHTS

The fundamental idea behind the creation of this curriculum is to provide teachers the opportunity and tools needed to accurately teach the game of hockey. This guide provides the platform for the continued growth of the sport at the grassroots level while also promoting the National Hockey League's "Declaration of Principles" (teamwork, perseverance, acceptance, integrity, respect, humility, courage, and passion).

The Washington Capitals would like to thank the Physical Education teachers who are partnering with us to implement this curriculum. You are the most important contributors of the grassroots movement to share this love of hockey and grow the sport.

Sincerely,
The Washington Capitals
Youth Hockey Development Department





**Thank you to USA Hockey for providing the cartoon player
images from the ADM Kids Dryland Training Curriculum**



