## LEARN TO PLAY PROGRAM

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### IMPORTANT NOTICE

The *IIHF Learn To Play Lessons* reproduced and tailored for street hockey use in this *ISBHF Learn To Play Street Hockey Manual* were designed by and are the property of the *International Ice Hockey Federation*.

This manual is a draft version, printed May 2006, for discussion purposes only, for presentation by the *ISBHF* to the *IIHF* for their consideration of its potential use as a development tool.

The ISBHF acknowledges that the *IIHF* has yet to review or approve the contents, and/or the lessons in their application for street hockey use.
The *International Street and Ball Hockey Federation* is pleased to present to *IIHF* Member Nations this *Learn To Play Street Hockey Program*. It has been created from the teachings of the *IIHF Learn To Play Program* to ensure a consistent message and delivery in your development of young children in hockey.

It provides hockey organizers the ability to offer young players the opportunity to learn street hockey skills at an early age and to develop the sport within their country, as a grass roots level development tool for inline and ice hockey.

The goal of this program is to teach players between the ages of 4 and 12 years old basic hockey skills in a simple environment that is not complicated with skating skills or the associated costs of equipment and ice time.

Similar to the *IIHF LTP*, the *ISBHF LTP Street Hockey Program* is also aimed at the education of club administrators, program instructors, referees, coaches, and leaders who will be instrumental in the successful utilization of the program in their communities. National associations using this program to introduce entry-level players to street hockey will teach them skills that can be used for inline and ice hockey.

The *International Street and Ball Hockey Federation* is committed to the development of hockey at the grass roots level, and offers its assistance to the *IIHF* and its members, in a spirit of cooperation as a part of the hockey family of sports.
The main objective of the ISBHF Learn To Play Street Hockey Program is to give boys and girls their first hockey experience. Hockey at the grass roots level should be fun, based on participation by all, and learning basic street hockey skills. This program is based on these ideals.

The ISBHF Learn To Play Street Hockey Program is based on the IIHF model of practicing and playing cross-floor. This model has been used in many of the leading hockey nations in the world for a number of years and has stood the test of time, and has shown that children who begin their hockey in this environment have an outstanding hockey experience. (See the Advantages of Cross-Floor Practicing and Playing on page 7.)

Playing Rules for Boys and Girls Under 10 Years Old, which have also been tested and developed over time in many countries around the world, are included on page 9. These rules enable the children to develop hockey skills in an environment that fosters fun, learning, participation by all, and mental and physical development.

A DVD is also provided, with video of game play at various levels to assist organizers to better understand street hockey, and to emphasize street hockey’s important similarities to ice hockey.

For more information regarding the ISBHF and for technical assistance, you may visit www.isbhf.com or contact the following:

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Lesson Format

The lesson manual is formatted with components laid out in a progressive order to help the Leader prepare for and operate an efficient practice. The four components of a lesson are:

1. Specific Objectives
2. Key Instructional Points
3. Teaching Tools Needed
4. Lesson Plan

The Lesson Plans are intended as worksheets for the Leader to write on while preparing the practice. Once the practice is prepared the Leader should put the Lesson Plan in a plastic cover, take it onto the floor and hang it on the boards for quick reference during the practice.

Descriptions of the components of a typical lesson plan are illustrated below.
Illustration
• This illustration, with no fill-in, indicates that this is the first time that this skill or technique is used in the manual.

Lesson Summary
• After practice, this section is to be completed by the Leader.
• What successes did we have today?
• In which areas do we need more improvement?
• What needs to be reviewed or refined?

Time
• Recommended times for each activity are given here.
• Adjust the time according to your situational needs.

LEARN TO PLAY PROGRAM
The *ISBHF Learn To Play Street Hockey Program*, which is for children, is based on a model of practicing and playing street hockey across the 30 meter width of the arena surface, or on a small surface such as a gymnasium or tennis court, as compared to practicing and playing lengthways along the full 60 meter length of a hockey surface. This cross-floor practicing and playing model has been used in many of the leading hockey nations in the world for a number of years and has stood the test of time. It has been shown that children who begin their hockey training in this environment have an outstanding hockey experience.

Parents may ask the question why should my child play cross-floor, what will this bring? I want my child playing like the professionals do, full-floor, because I want my child to experience “real hockey”.

To help address these questions, let’s think about a child trying to run with a ball while performing a drill the entire 60 meters from one end of the rink to the other, how long will this take? How much energy will this require? Will the player’s decision-making skills be enhanced more in the close action of the smaller cross-floor surface or in the wide-open area of the full-floor surface? In which situation will the child be more involved in the action?

A study of hockey games played on the full-ice surface by George Kingston in 1976 found the following:

- In a sixty minute running time hockey game between 6-8 year old children, the average player had possession of the puck for 20.7 seconds.
- Top National Hockey League and international professional players were also timed and no player exceeded 85 seconds of puck possession time.
- In a sixty-minute children’s game, the actual playing time of the game was 20 minutes and 38 seconds. Taking this into consideration, the individual player is only on the ice every third or fourth shift depending on how many players are on the team, resulting in even less ice time.
- An average of less than 0.5 shots per game for youth players and only 1.5 shots per game for junior and professional players.

The study concluded that:

- For young players in the “full-ice game model” of development, the youngest players would require 180 games and the older youth players would require 80 games to enjoy 60 minutes of actual puck possession time to execute their stickhandling, passing, pass receiving and shooting skills.
- Professional and international players would require 60 games to ensure 60 minutes of puck control skill development.
LEARN TO PLAY PROGRAM

To help you further understand the benefits of the cross-floor practicing and playing model, some of the advantages are listed below.

**Practicing**

- The children have more energy with which they can improve their skills when they are running 30 meters across the floor surface as opposed to the 60 meter length of the hockey arena surface.
- Group sizes become smaller which means learning and teaching will become more effective.
- The close feeling of belonging to a team will motivate a child to participate with even greater enthusiasm.
- Drills designed according to the varying skill levels of players within the group are easier to organise.
- More ball contact resulting in improved ball control skills.
- More repetition/frequency in drills in one floor session.
- Decision-making skills are enhanced as more decisions must be made more frequently at a higher tempo.

**Actual Game**

- Playing on a smaller rink results in increased ball possession time for each player.
- Individual technical skills develop more quickly.
- More frequent line changes in the game means more floor time for each player.
- Children remain active between their shifts with various activities in the neutral zone.
- Line changes are made quickly since the players are directly beside the playing surface.
- Each player’s activity increases greatly.
- Scoring skills are enhanced since the players have more shooting opportunities and the child sized goal nets force the players to shoot more accurate.
- The goalkeeper’s reading of the game and reaction to changing game situations becomes more effective.
- More repetition for goalkeepers.
- The game is full of continuously changing situations.
- The speed in playing situations increases, which will require quicker mental and physical reactions by the players.
- Due to increased tempo, all of the team members take part in solving the playing situations which leads to a sharing of responsibilities between the players.
- The feeling of being an important part of the action increases because of the small size of the rink.
- Hockey sense, or understanding the principles of the game, is being developed at a young age.
- There are no unnecessary breaks in the game.

**General Organisation**

- More efficient use of floor time and space.
- The size of the rink is in proportion with the size of the players.
- The child sized goal nets are in proportion with the size of players.
- The middle zone is available for other purposes (player’s bench, warm-up area, skill competition) while games are played in the end zones.
- The ISBHF and IIHF recommend that teams play with two or three units of four or five players and one goalkeeper which results in each player having more floor time.
- More floor time for practicing and playing is made available to more teams within a single club.
- Many teams can practice together by sharing the floor surface.

**General Spirit of Participation and Fun**

- More children get a chance to play street hockey.
- More children will experience a feeling of success when playing hockey.
- The same exciting and fun environment as in a “real” game is created.
- Both more and less gifted children will benefit from close/tight action on the floor.
- Children are excited and motivated to continue playing hockey.
- Hockey will be more appealing and rewarding to a wider range of children and their parents.
1. Cross-Floor Playing Surface, Cross-Floor Rink Boards, and Child Sized Goal Nets

1.1 Cross-Floor Playing Surface

All games will be played on one-third of the normal size rink, across the floor in the end zones.

1.2 Cross-Floor Rink Boards

The ISBHF recommends that every arena construct a light board barrier which:

- is easy and quick to move on and off of the surface,
- is approximately 10 cm high and 5 cm wide,
- has no support legs to hinder the ball from sliding along the boards,
- forms a continuous barrier from one side of the rink boards to the boards on the opposite side,
- uses some form of mechanism to easily hook the boards together,
- is constructed of, for example, wood, aluminium, fibreglass, or an old fire hose.

To keep the ball in play it is recommended that a “corner board” be constructed. The “corner board” constructions should be the same height and width as the boards, which runs along the blue line. An example of the light board barrier construction is shown in diagrams 1 and 2.

![Diagram 1](image1.png)

**Diagram 1**

![Diagram 2](image2.png)

**Diagram 2**

- Joint (Side View)
1.3 Child Sized Goal Nets

It is recommended that Child Sized Goal Nets be used to give the goalkeeper a greater chance of success, which will in turn build confidence. Further, every shot on net will not result in a goal and therefore there will be fewer stoppages in play which will result in more playing time.

The goals should be located one meter from the sideboards of the rink and half way between the end boards of the rink and the cross-floor rink boards set up on the blue line.

Two Child Sized Goal Net construction examples are provided below.

1.3.1 Street hockey Goal Nets

Street hockey goals, measuring 90 cm high, 130 cm wide and 70 cm deep can be used, constructed of 1.5 to 2.0 cm tubing. The lower end of the goal posts should have small pegs to keep the goal in position. (see diagram 3 and 4)

Diagram 3

Diagram 4

(Front View)

(Side View)
1.3.2 Goal Insert

These street hockey goal inserts could be constructed using wood or plastic. The inserts should be made to fit inside the posts of a normal goal net. The insert should have an opening 90 cm high and 130 cm wide. The insert can be fastened to the goal posts and cross bar using straps or hooks. (see diagram 5 and 6)
2. Equipment

Remember that the children being taught are small and in order for them to achieve maximum enjoyment and optimize their understanding of the skills, junior sized equipment should be used. All diagrams displaying skates should be considered as running shoes, and pucks as street hockey or tennis balls. Only helmets, with full face shields, and light hockey gloves are required to start a program for beginners. Shoulder pads, elbow pads, hockey pants, and hockey knee/shin guards are not required. Although it is advisable that players were an athletic cup, and soccer-style light shin guards.

2.1 Junior Size Sticks

All players are encouraged to use junior sized sticks. Some benefits of using junior size sticks are:
- they are less expensive than senior sticks,
- they enable better ball control,
- they are lighter, and therefore improve balance.

2.2 Street hockey Soft Balls

The overall diameter, thickness and material of the ball should be of a soft plastic, the same as a normal game ball. The weight should not be more than 80 grams and not less than 65 grams). A tennis ball may be used where official street hockey balls are not available, however, it is recommended that street hockey balls be obtained for best results because they are created to be low bounce.

Several grades of street hockey balls are manufactured, with the softest used with small children, or for play in cold weather outdoors. The harder varieties are used at the older age groups and in elite level play.

3. Game Organization

3.1 Statistics

No statistics or league standings are to be recorded; however, a game sheet must be filled out so that the federation has a record that the game took place. No scores are to be shown on the game time clock.

3.2 Game Officials

At least one person will act as “leader” or “referee” to manage the game.

3.3 Off-Floor Officials

The home team should arrange for a timekeeper.

3.4 Face-offs

Face-offs will take place in the centre of the playing surface at the beginning of the game and the period, as well as after a goal, after a break in the play (when the goalkeeper freezes the ball), or when changing the players.

Tip: To ensure quick face-off alignment, a red line with a face-off dot could be painted on the floor with spray paint.
3.5 Playing Time

3.5.1 Player Participation
All the players whose names are on the team roster must be played evenly in every game.

3.5.2 Shift Changes
At the signal from the timekeeper, at a maximum of 90 seconds running time, the units will change. The units will always play at even strength (5 - 5, 4 - 4).

3.5.3 Length of the game
The length of the game is to be determined by the club.

3.5.4 Length of the playing shifts
The maximum length of the shift is 90 seconds running time.

3.6 Off-Sides, etc.
There are no blue line off-sides, icing etc.

3.7 Violating the Rules, Penalties
When a player violates the rules, the game “leader” or “referee” can stop the game by blowing the whistle and clarifying the reason for the break with the player in question. No penalties are given. A new face-off will take place in the centre of the playing surface. If necessary the game “leader” can remove a player from the game.

If a player continuously violates the rules, the leader from the player’s team may remove him or her for the remainder of the game and substitute a new player in his or her place.

3.8 Players Waiting for Their Turn to Play
The centre zone should function as the players bench. Players waiting for their turn to play can rest there by standing, kneeling or sitting. For maximum floor use and player development, the players should be allowed to run, pass the ball, etc., in the middle zone while they are awaiting their turn to play.

3.9 Bodychecking
No body checking is allowed.
Below is a Tool Box, which has a list of the teaching tools that are necessary to run a successful Learn To Play Program. As the Leaders gain experience they are encouraged to add their own teaching tools to the Tool Box to enhance the learning environment during practices.

- Child sized goal nets or goal insert
- Junior sized sticks
- Cross-ice rink boards
- Agility boards
- Pylons (large and small)
- Rope – 5 to 6 meters
- Parachute 8 meters in diameter
- Roll of coloured tape
- Soft street hockey balls
- Skipping ropes
- Extra Sticks
- Clipboard
- Whistle
- Plastic cover for lesson plan
- Rink diagram board and marker
Floor Diagram Legend

The following symbols are used in the Learn To Play Program Lesson Manuals.

- **Pylon** (ılan)
- **Hockey Stick** (bağbozu)
- **Player Leader** (seçmen)
- **Paint Dot** (gösterici)
- **Ball** (top)
- **Stop** (dur)
- **Forward Run** (görev)
- **Backward Run** (görev)
- **Ball Carrying** (top mevcut)
- **Lateral Movement** (derinlik)
- **Passing** (atma)
- **Shooting** (vurgulama)
- **Agility Board** (agar)
- **Jump Over** (atlamak)
- **Step Over** (atlamak)
- **Group of Players** (oynamak)

![Diagram](image-url)

- **Forward running around the circles.**
- **Players in a line-up.**
- **Stop at pylon 3 and do lateral crossovers along the boards.**
- **Run forward with the ball.**
- **Step over the agility boards.**
- **Backward running.**
- **Backward running to pylon and pivot to forward running.**
- **Stop by the pylon.**
LESSON SH-1 (A-8)

SPECIFIC OBJECTIVES

1. Introduce ball handling stance.
2. Introduce stationary ball handling.
3. Introduce running with the ball.

KEY INSTRUCTIONAL POINTS

1. Ball handling Stance.

![Image of a player in running shoes with a hockey stick, with text overlay: Players should be in running shoes using a ball.]

- Stick length.
  1. The stick should come up to an area between the collar bone and chin, so that free movement of the top hand in front of the body is possible.
- Stick lie.
  1. When assuming the correct standing stance the blade should be flat on the floor.
- Younger players should have junior size sticks that have narrower shafts and shorter blades.
- The grip.
  1. The top hand must be right at the end of the stick.
  2. The lower hand should be 20-30 cm down the shaft.
  3. The “V” formed by the thumb and the forefinger should be pointing straight up the shaft.
  4. Blade of stick is flat on the floor.
  5. Keep the head up and use peripheral vision to look at ball. Younger players should be allowed to look and feel for the ball.

2. Stationary ball handling.

- Assume ball handling stance.
- Move the ball from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus, allowing better control.
- To roll the wrists, turn the toe of the shoe inwards and the heel outwards, then reverse direction.
- Ball is handled in the middle of the blade.
- Keep arms and upper body relaxed.
- Ball control must be smooth, rhythmical, and quiet.

TEACHING TOOLS NEEDED

1. Agility boards
2. Pylons
3. Extra Stick
4. Tennis balls
5. Street hockey balls
6. Cross-ice rink boards
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<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Give each player a ball. Run anywhere on floor and control the ball with their stick and feet.</td>
<td>5</td>
</tr>
<tr>
<td>Balance and Agility (review)</td>
<td>1. Step over agility boards. Also try running over agility boards. 2. Step (run) through agility boards and jump over a stick set up on two pylons. NOTE: Remember to take off and land with knees slightly bent.</td>
<td>5</td>
</tr>
<tr>
<td>Backward Running, Backward Stopping, Forward Running, Forward Stopping (review)</td>
<td>1. Set up course that requires the given skills in your area of the floor.</td>
<td>5</td>
</tr>
<tr>
<td>Stationary Ballhandling and Stance (introduce)</td>
<td>1. Demonstrate and stress key points. 2. Have players take basic stance and make corrections. 3. Line players up in stickhandling position with a ball in front of them. Put heel of stick 2-4 cm above the ball. Have them roll their wrist so that the tip of the blade touches the floor on each side of the ball. This gives them the idea of rolling the wrists. 4. Demonstrate and stress key points on ballhandling. 5. Have players now move the ball from side to side in a stationary position. 6. Repeat Number 5. Have players yell out the number of fingers the leader is holding up. Players will have to look at ball and also up at leader.</td>
<td>15</td>
</tr>
</tbody>
</table>
### LESSON SH-1 (A-8)

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

### LESSON SUMMARY

Successes:
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

Areas of Improvement:
- ____________________________________________
- ____________________________________________
LESSON SH-2 (A-9)

SPECIFIC OBJECTIVES

1. Review stationary ball handling.
2. Review running with ball.
3. Introduce open floor carry.
4. Introduce starting with ball.

KEY INSTRUCTIONAL POINTS

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

Note: Players should be in running shoes using a ball.

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Pylons
3. Children’s size goal nets
4. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Give each player a ball. Run to anywhere on floor and handle ball with feet and stick.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
| Ballhandling (review)  | 1. Each player with a ball.  
   a. Move from left to right in front of body.  
   b. Repeat (a) but yell out the number of fingers the leader is holding up.  
   c. Move the ball from front to back out to the side.  
   2. Players run forward at an easy pace and stickhandle but limiting the side travel of ball. | 10 minutes |
| Open Floor Carry       | 1. Players cross floor with the ball maintaining contact with the stick. (Repeat 3-4 times)  
   2. Players cross floor, pushing the ball ahead with the bottom edge of the stick blade. (Repeat 3-4 times) | 5 minutes |
| Fun Time (review)      | 1. Stand with both feet apart, hands on the shoulders, elbows up, and turn from side to side. Do this while you’re gliding across floor.  
   2. Do jumping jacks on floor. With every other jump in the air, bend down and squat, then up again.  
   3. Run across the rink, throwing your ball up in the air and catching it before it hits the floor.  
   4. Try Number 3 running backwards. | 10 minutes |
### LESSON SUMMARY

**Successes:**

- [ ]
- [ ]
- [ ]
- [ ]

**Areas of Improvement:**

- [ ]
- [ ]
- [ ]
- [ ]
LESSON SH-3 (A-10)

SPECIFIC OBJECTIVES

1. Review ball handling.
2. Introduce weaving with the ball.

KEY INSTRUCTIONAL POINTS

1. Weaving with the ball.
   a. Refer to open floor carry. (Lesson A-9)
   b. Refer to stick handling. (Lesson A-8)

   NOTE: Players should be in running shoes using a ball.

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

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Tennis balls
3. A parachute 8 metres in diameter
4. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Every player with a ball. Run clockwise controlling ball.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
| Warm-up (review)           | 1. Players on boards, pylons approximately ten metres from boards. Scoot out around pylon and return. Do again.  
                              | 2. Moving sideways four to left and four to right. Do also where player moves slightly backward.  
                              | 3. Backward running — stop — forward.                                          | 10 minutes |
| Ballhandling (review)      | 1. Each player is given a tennis ball or street hockey ball.  
                              | 2. Players face the leader and control the ball by moving it from left to right and also from front to back, out to left or right side.  
                              | 3. Cross the floor maintaining contact between the ball and the blade of the stick.  
                              | 4. Cross the floor using open floor carry.                                      | 5 minutes |
| Fun Time (introduce)       | 1. Space players evenly around the outer edge of the parachute.              | 10 minutes |
|                            | 2. Activities  
                              | a. Stand tall, raise parachute above head.  
                              | b. Sit low, squat down low.  
                              | c. Run around clockwise  
<pre><code>                          | d. Run around counter-clockwise.                                                |
</code></pre>
<table>
<thead>
<tr>
<th>SKILL</th>
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</thead>
</table>
| Weaving with the ball (introduce) | 1. Review ballhandling.  
2. Set up a course using pylons for players to weave through. Reverse direction. | 10 minutes |
| Game (review)                | 1. Mini game.  
a. 4 vs. 4, cross-floor.  
b. To score, the ball must hit the pylon.  
c. Match players of equal ability.  
d. No goalies. | 20 minutes |

**LESSON SUMMARY**

Successes:

________________________________________
________________________________________
________________________________________
________________________________________

Areas of Improvement:

________________________________________
________________________________________

**Thanks!**

**Good game!**
LESSON SH-4 (A-12)

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS


   a. Player is in the normal ballhandling stance.
   b. Bring the ball beyond the plane of the body. Ball is in the middle portion of the stick blade.
   c. Stick blade should be at right angles to the target.
   d. Body weight is on the back leg.
   e. Head is up looking at the target, make eye contact with receiver.

   f. Ball is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
   g. As the ball is propelled, the weight is transferred from the rear leg to the front leg.
   h. Follow through low and towards the target.
   i. Be prepared to receive.

2. Receiving a Pass.

   a. Head up looking at the ball, make eye contact with passer.
   b. Present a target, stick blade on the floor.
   c. Keep blade at 90 degrees toward direction of ball.
   d. As the ball contacts the blade, some give is allowed providing a cushioning effect.
   e. Be prepared to pass.

   NOTE: Players should be in running shoes, and it is very important that each player has a stick which is not too long (Lesson A-8).

   a. Player is in the normal ballhandling stance.
   b. Bring the ball beyond the plane of the body. Ball is in the middle portion of the stick blade.
   c. Stick blade should be at right angles to the target.
   d. Body weight is on the back leg.
   e. Head is up looking at the target, make eye contact with receiver.

   f. Ball is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
   g. As the ball is propelled, the weight is transferred from the rear leg to the front leg.
   h. Follow through low and towards the target.
   i. Be prepared to receive.

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Tennis balls
3. Cross-floor rink boards
LESSON SH-4 (A-12)

SKILL | DESCRIPTION | TIME
--- | --- | ---
Warm-up | 1. Give each player a ball as they step onto the floor. Players practice ball control. | 5 minutes

Agility and Balance (review) | 1. Starting from side boards, the player crosses the rink walking on toes, walking on heels and running. 2. Players face leader and follow stick. Make players move sideways left and right, run forward, run backward, drop to knees and get up. 3. Lay two hockey sticks side by side, one metre apart. Players hop through passage on one foot first with left, second with right, third with left, etc. 4. Starting from side boards, the players cross the rink pushing a ball with their hands. 5. Stand facing side boards. Place hands on side boards and push on them while running on the spot. Effort lasts 15-20 seconds and repeat 3-4 times. | 15 minutes

Ballhandling (review) | 1. Players partner off. Face each other approximately two metres apart. Each player has their own ball. Look each other in the eyes and practice stickhandling. Remain stationary. 2. Partners now stand ten metres apart. X1 runs with ball around X2 and returns to original position. X2 then runs around X1 and returns to position. 3. Players start on side boards with ball. Ball is kicked ahead (1 metre) with left foot, pushed ahead (2 metres) with free hand, and then stickhandled the rest of the way. Repeat using right foot. | 10 minutes

Forehand pass and receive (introduce) | 1. Demonstrate key points for forehand pass. 2. Have players in basic ballhandling stance without balls. Practice the technique — draw back, pull through, transfer weight, follow through. 3. Have each player stand 5 metres from the boards. Give each player a ball and have them pass the ball to the boards. Follow through keeping the blade low. 4. Review and demonstrate receiving a pass on the forehand. 5. Partner the players off approximately 5-6 metres apart. Practice passing and receiving. | 15 minutes
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game (review)</td>
<td>1. Mini game (cross-floor)</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**LESSON SUMMARY**

**Successes:**

________________________________________

________________________________________

________________________________________

________________________________________

**Areas of Improvement:**

________________________________________

________________________________________

________________________________________
LESSON SH-5 (A-13)

SPECIFIC OBJECTIVES

1. Review forehand passing and receiving.
2. Review ballhandling.
3. Introduce backhand sweep pass.
4. Introduce receiving pass backhand.

KEY INSTRUCTIONAL POINTS

NOTE: Players should be in running shoes using a ball.

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

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

TEACHING TOOLS NEEDED

1. Pylons
2. Agility boards
3. Street hockey balls
4. Tennis balls
5. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>1. Give each player a ball as they step onto the floor. Players practice ball control, e.g., stationary, weaving open floor carry. 2. Freeze tag with balls (Lesson A-3).</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
| Forehand Pass and Receive (review) | 1. Review and demonstrate.  
2. Players pair off about 5 metres apart.  
a. Practice movement without balls.  
b. Add balls. | 10 minutes |
| Fun Time (review)         | 1. Relay  
a. Arrange as follows: X1 carries ball through and passes to X2, X1 then carries the ball through and passes to X3, etc. | 10 minutes |
| Backhand Pass and Receive (introduce) | 1. Review and demonstrate.  
2. Follow same procedure as Lesson A-12 for introducing forehand pass and receive. | 15 minutes |
# LESSON SH-5 (A-13)

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game (review)</td>
<td>1. Mini game — across the rink.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**LESSON SUMMARY**

Successes: __________________________________________

______________________________________________

______________________________________________

Areas of Improvement: __________________________________

______________________________________________

______________________________________________
LESSON SH-6 (A-14)

SPECIFIC OBJECTIVES

1. Review balance and agility.
2. Review ball handling.
3. Review forehand and backhand passing and receiving.
4. Introduce running and passing.
5. Introduce forehand sweep shot.

KEY INSTRUCTIONAL POINTS

1. Running and Passing.
   a. Remember key points about open floor carry in Lesson A-9.
   b. Remember key points on forehand pass (Lesson A-12) and backhand pass (Lesson A-13).

2. Forehand Sweep Shot.  NOTE: Players should be in running shoes using ball.
   a. Basically the same grip as passing.
   b. Bring ball beyond plane of the body.
   c. Keep the ball in contact with the stick blade.
   d. Weight is on the back foot.
   e. In the process of sweeping the ball forward, the weight is transferred onto the front foot.
   f. Snap and roll the wrists. Pull the top hand and push the bottom hand.
   g. Follow through low for a low shot, and high for a high shot.

TEACHING TOOLS NEEDED

1  Street hockey balls
2  Tennis balls
3  Street hockey balls
4  Masking tape
5  Cross-floor rink boards
# LESSON SH-6 (A-14)

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td>1. As each player steps onto the floor, they pick up a ball, a tennis ball. Run in any direction on the floor (one minute duration). On the whistle, the player must exchange for another piece of equipment.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
| **Balance and Agility** (review)     | 1. Stationary  
   a. Fall to knees and get up in basic stance.  
   b. Stomach — knees — to basic stance.  
   c. Back — stomach — knees — to basic stance.  
   2. Moving across floor  
   a. Touch left knee to floor and then right knee.  
   b. Drop to both knees and up.  
   c. Drop to knees, turn 180 degrees, get up and run backwards.  
   3. Backwards across floor, stop, then return forwards and stop.  
   4. Lateral movement.                                           | 15 minutes|
| **Forehand and Backhand Passing and Receiving** (review) | 1. Review and demonstrate.  
   2. In pairs, five metres apart, pass ball back and forth.  
   3. Do both forehand and backhand.                                      | 7 minutes|
| **Running and Passing** (review)      | 1. Start at side boards. Player carries ball across floor and passes to spot on boards. Use masking tape to mark spot.  
   2. Review open floor carry.                                                                                                     | 7 minutes|
| **Forehand Sweep Shot** (introduce)   | 1. Review and demonstrate.  
   2. Players line up about 3-4 metres from boards. a. Go through movements of shooting without any ball. Add tennis ball.                       | 12 minutes|
# LESSON SH-6 (A-14)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run — Pass (review)</td>
<td>1. Shuttle formation. X1 carries ball to centre of floor and passes to X2. X2 carries ball to centre and passes to X3.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Game (review)</td>
<td>1. Mini game — across the rink.</td>
<td>9 minutes</td>
</tr>
</tbody>
</table>

## LESSON SUMMARY

**Successes:**

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

**Areas of Improvement:**

- __________________________________________
- __________________________________________
- __________________________________________
LESSON SH-7 (A-15)

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Backhand Sweep Shot.  
   NOTE: Players should be in running shoes using a ball.

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

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Pylons
3. Chairs
4. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td>1. Players run clockwise around the floor and perform these six warm-up exercises.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>a. Touch toes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Squat low.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Pull knee to chest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Touch one knee to floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Feet stay on floor at all times spread legs wide to the side and then bring them together.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Run on feet.</td>
<td></td>
</tr>
<tr>
<td><strong>Balance and Agility</strong></td>
<td>1. Players line up along the boards. Obstacles (pylons, chairs, sticks, gloves) are arranged</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>to form a course to be followed by players. Leader shows the course and players go through</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in single file. Arrange to have a series of zig zag turns and sticks to step over.</td>
<td></td>
</tr>
<tr>
<td><strong>Ballhandling</strong></td>
<td>1. Players line up along side boards each with a ball. They then cross to the other side:</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>a. Maintain contact between ball and stick blade.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Using open floor carry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Ball is out 3-4 cm from boards. Player runs to the ball and carries it across floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Ball is out 3-4 cm from boards. Player starts on his knees, gets up, runs to ball and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>carries it across floor. Repeat starting from the stomach and also the back.</td>
<td></td>
</tr>
<tr>
<td><strong>Forehand, Backhand</strong></td>
<td>1. Arrange players in groups of three and have them form a triangle about four metres apart.</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Players stand still and pass the ball to one another. Use both forehand and backhand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Players run along boards about two metres out from boards, and pass ball off boards,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>receive it and continue running. Reverse and go in other direction.</td>
<td></td>
</tr>
<tr>
<td>SKILL</td>
<td>DESCRIPTION</td>
<td>TIME</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| Forehand Sweep Shot (review) | 1. Give teaching points and demonstrate.  
                            | 2. Players with a ball stand stationary about 3-4 metres from boards. Shoot for a spot on the boards. | 5 minutes |
| Backhand Sweep Shot (introduce) | 1. Give teaching points and demonstrate.  
                            | 2. Go through movements of shooting without balls.  
                            | 3. Add balls.                                                                 | 10 minutes |
| Running and Shooting (introduce) | 1. Players line up on side boards with balls.  
                            | 2. Run across floor with ball and shoot against opposite boards. | 5 minutes |
| Game (review)              | 1. Mini game — across the rink.                                               | 10 minutes |

LESSON SUMMARY

Successes: __________________________________________
________________________________________
________________________________________

Areas of Improvement: __________________________________
________________________________________________________________
________________________________________________________________
LESSON SH-8 (B-11)

SPECIFIC OBJECTIVES

1. Review starting and running with the ball, (Lesson A-8, A-9, and B-10).
2. Review open floor carry, (Lesson A-9, B-10).
3. Review weaving with ball, (Lesson A-10, B-10).
4. Introduce use of feet to control the ball.
5. Introduce ballhandling combinations.

KEY INSTRUCTIONAL POINTS

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

NOTE: Players should be in running shoes using ball.

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Tennis balls
3. Street hockey balls
4. Pylons
5. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. As each player steps onto the floor they are given either a tennis ball or street hockey ball. Run in any direction on the floor. On the whistle, the player must exchange for another piece of equipment. No shooting allowed, only ball control.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Balance and Agility (review)</td>
<td>1. Four stations, five minutes at each. Change stations on a determined signal.</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**Station 1:** (One of the end zones)
1. Players do run around circle-1 (two and a half times) and then around circle-2 (two times).
2. Send 2-3 players at a time.
3. Repeat 2-3 times.
4. Do same as 1, but with balls.

**Station 2:** (Between blue line and red line.)
1. Players run over agility boards. Turn at pylon-1 and run to pylon-2. Stop using two-foot front stop facing boards. Run backwards from pylon-2 to pylon-3 and stop. Repeat.

**Station 3:** (Between blue line and red line.)
1. Group-1 runs backwards to pylon and pivots backwards to forward, then accelerates out of turn running forward and stop at boards. Go to end of group-2 line.
2. Group-2 runs forward to pylon and pivots forward to backwards. Running backwards to sideboards and stopping. Go to end of group-1 line.

**Station 4:** (One of the end zones)
1. Player controls ball while weaving through pylons.
2. Player turns at last pylon, running forward for ten metres before stopping. Face boards when you stop.
3. Run backwards to opposite side of rink while controlling the ball.
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting with Ball Open</td>
<td>1. Use cross floor.</td>
<td>8</td>
</tr>
<tr>
<td>Floor Carry (review)</td>
<td>2. All players with a ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Arrange players into four groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Players start with ball and weave through pylons.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Perform open floor carry on the way back.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Second player starts when first player reaches last pylon.</td>
<td></td>
</tr>
<tr>
<td>Fun Time (review)</td>
<td>1. Same formation as previous.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Players run to middle and:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Jump at center. Take off on two feet and land on two feet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Jump red line, turn 180 degrees in air and land backwards. On the way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>back jump and turn 180° and land going forwards. Always take off on two</td>
<td></td>
</tr>
<tr>
<td></td>
<td>feet and land on two feet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Hop on only one foot. Jump at center on one foot. Don't put other foot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Repeat c. with other leg.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Do these 2-3 times each.</td>
<td></td>
</tr>
<tr>
<td>Control ball with feet</td>
<td>1. Demonstrate and review key instructional points.</td>
<td>4</td>
</tr>
<tr>
<td>(introduce)</td>
<td>2. Cross the rink using feet to control ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Keep ball in feet at all times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Kick ball slightly ahead of you (one metre). Alternate feet going across</td>
<td></td>
</tr>
<tr>
<td></td>
<td>floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Repeat each 2-3 times.</td>
<td></td>
</tr>
<tr>
<td>Ballhandling Combinations</td>
<td>1. Starting at sideboards the players cross the floor by:</td>
<td>8</td>
</tr>
<tr>
<td>(introduce)</td>
<td>a. Stickhandling half way, drop ball into feet and control ball with feet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the last half.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Control ball with feet for first half and kick ball up to the stick for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>second half.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Control with stick – drop ball into feet, kick once with the left foot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and once with the right foot up to the stick and across the floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Repeat each 3-4 times.</td>
<td></td>
</tr>
</tbody>
</table>
## LESSON SUMMARY

**Successes:**

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

**Areas of Improvement:**

- __________________________________________
- __________________________________________
- __________________________________________

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<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Time</td>
<td>1. Use a ball.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Mini game and play cross-floor.</td>
<td>minutes</td>
</tr>
<tr>
<td></td>
<td>3. Use pylons as goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. To score ball must hit pylon.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. No goalies.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON SH-9 (B-12)

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Stopping with ball:  
   NOTE: Players should be in running shoes using a ball.

   a. Review ballhandling, (Lesson B-4; B-10).
   b. When stopping, the ball is kept under control by cupping the stick blade over the ball.
   c. Keep two hands on the stick.

2. Stationary Passing: **NOTE:** Players should be in running shoes using a ball.

   a. Forehand sweep pass:
      1. Player is in the normal ball handling stance.
      2. Bring the ball beyond the plane of the body.
      3. Stick blade should be at right angles to the target.
      4. Body weight is on the back leg.
      5. Head is up looking at the target, make eye contact with receiver.
      6. Ball is propelled towards target with a sweeping action of the arms. (Pull with the top hand and push with the bottom hand.)
      7. As the ball is propelled, the weight is transferred from the rear leg to the front leg.
      8. Follow through low and towards the target.
      9. Be prepared to receive.

   b. Receiving a pass on forehand:
      1. Head up looking at the ball, make eye contact with passer.
      2. Present a target with stick blade on the floor.
      3. Keep blade at 90° towards direction of ball.
      4. As the ball contacts the blade, some give is allowed, providing a cushioning effect.
      5. Watch ball throughout pass reception.
      6. Be prepared to pass.
c. Backhand sweep pass:
   1. Hands are well away from the body.
   2. Bring the ball beyond the plane of the body.
   3. Shift the weight to the back leg.
   4. Head up looking at target, make eye contact with receiver.
   5. Cup the blade of the stick over the ball.

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

   NOTE: Players should be in running shoes using a ball.

TEACHING TOOLS NEEDED

1. Agility boards
2. High pylons
3. Street hockey balls
4. Cross-floor rink boards

d. Receiving a pass on the backhand:
   1. Head up watching the ball, make eye contact with passer.
   2. Stick is on the floor for a target.
   3. Cup your stick and cushion the impact by relaxing the wrists.
   4. Be prepared to pass.
**LESSON SH-9 (B-12)**

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Free Run               | 1. Players run clockwise around the floor and perform these six warm-up exercises.  
|                        |   a. Touch toes.                                                           | 5 minutes|
|                        |   b. Squat low.                                                             |         |
|                        |   c. Pull knee to chest.                                                   |         |
|                        |   d. Touch one knee to floor.                                              |         |
|                        |   e. Feet stay on floor at all times spread legs wide to the side and then bring them in together. |         |
|                        |   f. Run between blue lines.                                               |         |

**Weaving with ball (review)**

1. Stations set up as in diagram (six minutes at each).

Station 1:
1. Players from A and B weave with ball through pylons, run behind the net and go to end of other line. When player ahead gets to the third pylon the next player can leave.

Station 2: (Suggest marking off with coloured tape.)
1. Players do this without balls to start and then try with balls. Drill is performed across the floor. Player runs forward and stops, then immediately runs backwards and stops with a running forward start. Do for one minute intervals.

Station 3:
1. Players from C and D carry ball around face off circles as indicated, going to end of other line.
**LESSON SH-9 (B-12)**

### Stationary Passing and Receiving (review)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review and demonstrate key points.</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Players partner off approximately six metres apart.</td>
<td>a. Practice forehand pass and receive.</td>
<td></td>
</tr>
<tr>
<td>3. Same as 2. but move players ten metres apart.</td>
<td>b. Practice backhand pass and receive.</td>
<td></td>
</tr>
</tbody>
</table>

### Stopping with ball (introduce)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review and demonstrate key points.</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Players carry ball across floor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Repeat 6-7 times.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Game Time (introduction)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Bulldog:</td>
<td>1. Players along the boards with a ball.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Leader stands at centre floor and is the bulldog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Players run to other end of floor with a ball.</td>
<td>The leader attempts to knock balls away from players.</td>
<td></td>
</tr>
<tr>
<td>4. If player loses ball, he joins instructor at center floor and becomes a bulldog.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LESSON SUMMARY**

Successes: __________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Areas of Improvement: __________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
LESSON SH-10 (B-13)

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

NOTE: Players should be in running shoes using a ball.

1. Running and passing:
   a. Remember key points about open floor carry in Lesson A-9
   b. Remember key points on forehand pass and backhand pass (Lesson b-12)

2. Lead pass to a moving target:
   a. Fastest way to advance ball up the floor to a team mate is by passing it.
   b. Passer must develop quick reaction to passing opportunities.
   c. Passer can not telegraph pass.
   d. Passer must be able to watch receiver and gauge his distance and speed while controlling the ball.
   e. Pass to a spot ahead of your team mate so that he can run into the moving ball. Called “leading the man” with the pass.

3. Board pass to partner:
   a. Make boards work for you in passing the ball.
   b. Used frequently by defense man in their own zone.
   c. Useful when a defender is between you and your receiver.
   d. A ball passed off the boards rebounds away at the same angle. In other words, the angle onto the boards equals the angle off of the boards.

TEACHING TOOLS NEEDED

1. Obstacle course objects
2. Pylons
3. Street hockey balls
4. Can of spray paint
5. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Players run freely executing stops and starts while maintaining control of the ball. The players can also incorporate ball control with the stick and feet.</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>
| Balance and Agility (review) | 1. Players line up on sideboards and cross to the other side by:  
   a. Shoulder kick: Hold hands straight outward from the shoulders. Cross first with the left hand out and swing left foot up to touch the hand. Return, using right foot and right hand. Repeat twice with each hand.  
   b. Knee lift: Lift knee up to waist and give a pull with stick. Return with opposite leg.  
   c. Squat position – same on return.  
   d. Toe in: Do with both feet two times.  
   e. Toe out: Do with both feet two times.  
   f. Run with both feet on the floor. Do two times.  
   g. Run across backwards, stop and run forward to other side and stop. Repeat sequence three times.  
   h. Obstacles (pylons, chairs, sticks and gloves) are arranged so as to form a course to be followed by the players. The instructor shows the course to be followed and the players follow in single file. Arrange course so the players have to make a series of zig zag turns. | 15 minutes|
| Stationary Passing (review)  | 1. Players in groups of 4-5.  
   a. One player faces others who are fanned out.  
   b. Passes made back and forth.  
   c. Change leader regularly.  
   2. Players in groups of three.  
   a. Player receives a pass, performs a turn, kneels down, gets up and passes to one of the partners.                                                                                                          | 8 minutes|
### LESSON SH-10 (B-13)

#### Skill: Running and Passing (review)

- **1. Shuttle passing:**
  - a. Two lines facing each other about 20 metres apart. Mark a passing spot with coloured tape (about 4 metres out from lines).
  - b. The lead player in line-A carries the ball out to the passing spot and passes the ball to the lead player in line-B, and then continues running to the end of line-B. The player in line-B receives the pass and then repeats the drill in the opposite direction.

- **2. Set pylons across rink about three metres apart.** Arrange players in two rows one on each side of the pylons. Players pair off and cross to the other side. Must make one pass between each pair of cones. Players then return to end of opposite lines.

### Time: 8 minutes

#### Lead Pass (introduce)

- **1. Review and demonstrate key instructional points.**

- **2. Set up course as diagrammed:**
  - a. On signal players X2 and X3 start out running with stick on floor ready to receive a pass.
  - b. X1 and X4 try to pass them the ball so they receive it about five metres out from start of line.
  - c. X2 runs down around pylon in control of ball and goes to end of X4 line. X1 goes to end of X2 line. X3 goes to X1.

### Time: 8 minutes

#### Bank pass to partner (introduce)

- **1. Review and demonstrate key instructional points.**

- **2. Set up course as diagrammed:**
  - a. On signal X1 gives board pass to X2 as does X3 to X4.
  - b. X2 runs with ball around pylon to end of X3 line. X1 goes to end of X2 line, X4 goes to X1 and X3 goes to X4.

### Time: 8 minutes

#### Game Time

- **1. Mini game:**
  - a. Use a ball.
  - b. Play across the floor.
  - c. Use pylons as goals.
  - d. Ball must hit pylon to score.
  - e. Must complete three passes before you can score.
  - f. No goalie.

### Time: 9 minutes

#### LESSON SUMMARY

**Successes:**

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

**Areas of Improvement:**

- ____________________________________________
- ____________________________________________
- ____________________________________________
SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

1. Forehand Sweep Shot:  NOTE: Players should be in running shoes using a ball.

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

NOTE: Players should be in running shoes using a ball.

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

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Pylons
3. Roll of coloured tape
4. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Players run in pairs around the rink and pass the ball to each other.</td>
<td>4 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance and Agility (review)</td>
<td>1. Four stations – five minutes at each station. Change stations on a pre-determined signal.</td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>Station 1: (Use one of the end zones)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Players control ball going along the outside of the face-off circle. At a signal, they enter the face-off circle and continue controlling the ball. On signal they go outside, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Players stand along boards; on signal they follow instructor around the course. Players keep head up and maintain control of ball. Second player goes when player ahead is out three metres.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Station 2: (From one blue line to the red line.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Starting at side boards, run forward. On given signal, pivot and run backwards to other side.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Same as 1. but start running backwards, pivot and run forward to other side.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Station 3: (From one blue line to the red line.) Go from side to side.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Take 3-4 strides to gain momentum and then in squat position to cross the floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Station 4: (Use other end zone)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Players divided evenly into two corners. X1 carries ball through course and goes to end of X2. X2 goes through course and goes to the end of X1. When player ahead gets to second pylon the next player goes can also be done without balls.</td>
<td></td>
</tr>
<tr>
<td>SKILL</td>
<td>DESCRIPTION</td>
<td>TIME</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| Fun Time (review)     | 1. Freeze tag with ball.  
                          a. One player is “it”, while the rest of the players run around controlling the ball and trying not to be touched.  
                          b. When the person “it” approaches another player, the player must remain completely motionless and in control of the ball to be safe.  
                          c. Continue until all players are frozen.  
                          d. More than one person can be “it” at one time.                                                                                                                                                        | 7 minutes |
| Bank Pass (review)    | 1. Players run around in their area, passing against the boards while running. Use pylons as markers to pass around. Go in opposite direction for half the time. Put tape on the boards for a target to pass to.                                                                   | 4 minutes |
| Stationary Passing (review) | 1. Players pair off and stand about 5-6 metres apart. Each player has their own ball. Both players pass at the same time.                                                                                   | 4 minutes |
| Lead Pass Run and pass (review) | 1. X1 and X4 start running up the boards and receive a pass from X2 and X3. When X1 gets to the second pylon X1 passes to last player in X3, X4 passes to last player in X2. After passing X2 goes to end of X1 and X3 to end of X4.                         | 6 minutes |
| Forehand Sweep Shot (review) | 1. Review and demonstrate.  
                  2. Players stand stationary about 3-4 metres from the boards. Each player has a ball. Shoot for a spot on the boards.                                                                 | 5 minutes |
<p>| Backhand Sweep Shot (review) | 1. Same as drill for the forehand.                                                                                                                                                                          | 5 minutes |</p>
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
</table>
| Game Time   | 1. Relay with balls: Players in shuttle formation.  
              a. On signal X1 starts out with the ball and carries it out to the dot. At the dot, X1 passes to X2 and continues running to the end of X2-line. X2 receives the ball and performs the same drill in opposite direction. Continue until players are back in their original positions. | 5 minutes |
| (review)    |                                                                                                                                                                                                            |        |

**LESSON SUMMARY**

**Successes:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**Areas of Improvement:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
LESSON SH-12 (B-15)

SPECIFIC OBJECTIVES

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

KEY INSTRUCTIONAL POINTS

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

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Pylons
3. Cross-floor rink boards
### LESSON SH-12 (B-15)

**LEADER:**

**TEAM:**

**DATE:**

**TIME:**

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Each player with a ball. Players can go in any direction but must be in control of the ball. Control ball by using stick and feet. Incorporate stopping and starting while controlling the ball.</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>
| Balance and Agility (review)    | 1. Use cross-floor. Arrange players into groups along the boards.  
   a. Walk on toes to the middle and then on heels to the other side.  
   b. Run across the floor. Do two times.  
   c. Go across floor by hopping three times on your left leg, three times on your right, three on left etc.  
   d. Take 4-5 strides to gain momentum and then start gliding on two feet. Jump up by taking off on two feet and landing on two feet. Do three times.  
   e. Same as d. but hop on one foot. Jump up by taking off on one foot and landing on same foot. Do two lengths with each foot.  
   f. Run to middle and get into a squat position and continue in a straight line. Do three times.  
   g. Run across the floor, touch right knee to floor three times. Return with left, do three lengths with each.  
   h. Run to middle, drop to both knees, turn 360 degrees get up and run to the boards. Do three times. | 20 minutes |
<p>| Forehand and Backhand Sweep Shot (review) | 1. Same drill as Lesson B-14. Spend half the time on forehand and half on the backhand.                                                                                                               | 5 minutes |
| Running, Passing and Tight turns (review) | 1. Players along side boards with 4-5 in a group. A pylon is placed 15 metres in front of each group. The first player of group runs with the ball around pylon and passes to the next player in his group. The player who receives the pass then performs the same exercise. Have them go in both directions around the pylon. | 5 minutes |</p>
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run and Shoot (review)</td>
<td>2. Same formation as above drill. When player reaches pylon, player shoots at a spot on the boards. Pylon is about five metres out from boards. Player picks up a loose ball and runs back to the end of his line.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
| Run – Pass – Shoot (review) | 1. Two stations. Five minutes at each. Each station across the floor.  
   a. Station 1:  
   1. Passing in pairs. End up with a shot on net. Players go to opposite sides where they take a ball and return back to opposite lines. Execute two board passes as you return.  
   b. Station 2:  
   1. Passing in groups of three.  
   2. Players return to the line on their left. | 10 minutes |
| Wrist Shot (introduce) | 1. Players with ball standing four metres out from boards. Practice shooting at spot on boards. Important to work at snapping your wrists. | 4 minutes |
### LESSON SUMMARY

**Successes:**

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________

**Areas of Improvement:**

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________

---

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

1. Review running and passing, (Lesson B-15).
2. Introduce flip pass, (Lesson C-13).
4. Introduce flip shot.
5. Introduce faking – running fake.

**KEY INSTRUCTIONAL POINTS**

1. **Flip Pass:**  *NOTE: Players should be in running shoes using a ball.*

   - Ball starts on the heel and moves forward towards the toe of the stick.
   - Action is upward and forward with a follow through towards the target.
   - In order to land flat on the floor and make it easy to receive, the ball must have a spinning action when in flight. (Start ball on heel of stick.)

2. **Running and Passing:**  *NOTE: Players should be in running shoes using a ball.*

   - a. Review points on passing and receiving forehand, backhand and lead pass.
   - b. Review points on running with ball and open floor carry.
3. Flip Shot:

A technique used to hit the upper corners of the net from close in, or to lift the ball over the sprawling goalkeeper.

- Ball is on the toe of the stick blade which is near the front foot.
- Lift is given by tilting the blade so that only its bottom edge contacts the ball.
- Deliver from in front of the body with a scooping action of the stick by the wrists.
- Need a quick snap of the wrists and a high follow through.

Backhand is similar, except ball is closer to the heel of the blade to get better action.

4. Running Fake:

Two types of running fakes.

- Change of pace:
  - To change pace, increase or decrease the shove of your pushing leg.
- Body deke:
  - Drop your head, shoulder, or hips, one way, then move the other.

TEACHING TOOLS NEEDED

1. Pylons
2. Street hockey balls
3. Agility boards
4. Coloured tape
5. Cross-floor rink boards
<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>Players run counter-clockwise, and perform stretching exercises.</td>
<td>4 minutes</td>
</tr>
<tr>
<td></td>
<td>a. Stretch the groin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Pull knee to chest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Touch the toes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Leg lifts.</td>
<td></td>
</tr>
</tbody>
</table>

THE NEXT 42 MINUTES WILL INVOLVE STATION WORK. DIVIDE PLAYERS INTO THREE GROUPS. PLAYERS CHANGE STATIONS ON SIGNAL.

**Flip Shot Station (introduce)**

1. One end zone.
2. Review and demonstrate key points.
3. Each player with a ball stand 1.5 metres from boards.
4. Practise flip shot against boards.
5. Work on both forehand and backhand.

**Running Fakes (introduce)**

1. Neutral zone.
2. Players arranged in four groups against sideboards.
3. On signal run to first pylon and slow down. Then accelerate at second pylon (change of pace).
4. Also work on body deke. At first chair, slide ball through the chair from left to right, pick it up, run to the next chair and slide ball through from right to left.

**Run and Pass (review)**

1. End zone.
2. Set up as diagrammed, can use spray paint to show course.
3. X1 runs through middle area and receives pass from X2, he continues out around pylon and back to end of opposite line.
4. After passing, X2 runs out and receives pass from X3.

7 minutes

7 minutes

7 minutes
### LESSON SH-13 (C-14)

#### Start-Forward and Backward Pivots (intro)

1. Open end zone.
2. Players in four groups on sideboards.
3. On signal start and run to pylon. At the pylon, perform a pivot (front to back), run backwards to far boards and stop. Immediately execute a front running start in opposite direction, pivot at pylon and run backwards to original side. Next player goes on signal.
4. Second time up: Player performs a backward start, runs backwards to pylon and pivots back to front then runs forward to far side and stops, and immediately runs backwards again pivoting at pylon.

#### Ballhandling (review)

#### Pass – Run – Shoot (review)

#### Station 1:

1. Open end zone.
2. Players in four groups on sideboards.
3. On signal start and run to pylon. At the pylon, perform a pivot (front to back), run backwards to far boards and stop. Immediately execute a front running start in opposite direction, pivot at pylon and run backwards to original side. Next player goes on signal.
4. Second time up: Player performs a backward start, runs backwards to pylon and pivots back to front then runs forward to far side and stops, and immediately runs backwards again pivoting at pylon.

#### Station No. 2:

1. Neutral zone.
2. Set up as diagrammed.
3. Players with balls.
4. Players turn 360° around pylons.
5. On second group of pylons the players weave through them.
6. Can also do without balls.

#### Station No. 3:

1. End zone.
2. X1 gives a bank pass to X2.
3. X1 runs out around pylon and receives a return pass from X2.
4. X1 then shoots and goes to end of opposite line.
5. X2 gives bank pass to X3.
6. X2 runs out around pylon and receives a return pass, etc.

#### Flip Pass (introduction)

1. Players partner off 2-3 metres apart.
2. Practise flip pass to partner. Can use agility board.
3. Try both forehand and backhand.

#### Game Time (review)

Mini game:
1. Use three areas and play across floor.
2. Use pylons as goals.
3. To score, ball must hit pylon.
4. No goalies.

#### LESSON SUMMARY

Successes:

________________________________________
________________________________________
________________________________________
________________________________________

Areas of Improvement:

________________________________________
LESSON SH-14 (D-7)

SPECIFIC OBJECTIVES

1. Introduce moving to space.  NOTE: Players should be in running shoes using a ball.

KEY INSTRUCTIONAL POINTS

1. Open Floor Carry:

   ![Diagram of player with hockey stick and ball]

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

2. Moving to Space:

   It is important for the player without the ball to move to open space. When breaking for open space the player must be ready to receive a pass. Review points on pass receiving.

TEACHING TOOLS NEEDED

1. Pylons
2. Street hockey balls
3. Cross-floor rink boards
# LESSON SH-14 (D-7)

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Run</td>
<td>1. Players run freely in any direction while maintaining control of the ball. Incorporate both wide and narrow carries. Also include use of feet.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Balance and Agility</td>
<td>Divide players into three equal groups and assign one group to each station. Groups will spend five minutes at each station.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Running start and Tight Turn (refine)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Station 1:** (One of the end zones.)

- a. Arrange players in groups.
- b. Players run to pylon, perform a tight turn to the left, return to start. Do three times.
- c. Repeat above but with tight turn to the right. Do three times.
- d. Time permitting, repeat but have players control a ball.

**Station 2:** (Neutral zone.)

1. Set up as diagrammed.
   - a. Players on sideboards at red line.
   - b. Run forwards to pylon No. 1 and stop, do lateral crossovers from pylon No. 1 to pylon No. 2. Player then runs forward from pylon No. 2 to pylon No. 3. Do lateral crossovers from pylon No. 3 to pylon No. 4. Do backward running from pylon No. 4 to pylon No. 5. Do lateral crossovers from pylon No. 5 to No. 6. Do backward running from pylon No. 6 to the sideboards.

**Station 3:** (Other end zone.)

1. Player’s line up in corner.
   2. Do crossovers on circle No. 1 twice around, continue out to pylon No. 1 pivot and run backwards into opposite corner. Repeat using circle No. 2 and pylon No. 2.
### LESSON SH-14 (D-7)

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
</table>
| **Moving to Space** *(introduce)*  | 1. Review and demonstrate the concept to the players.  
2. Divide players into groups of five. Assign them to an area of the floor. Have four players form a square (5m x 5m). One in middle with ball.  
3. X5 passes the ball to one of the other players (X2). He then follows the pass and fills in for X2. X2 passes to one of the players (X3) and then follows the pass and fills in for X3. X3 passes to one of the players, and then follows the pass. Continue. | 10 minutes |
| **Pivots Forward to Backwards**  
**Backwards to Forward** *(refine)* | Players divided into groups – along side boards.  
1. Players run forward to centre and pivot forward to backwards. Run backwards to far side (one metre from boards) and stop. Immediately start running forwards to the centre – pivot forward to backwards. Run backwards to original position.  
2. Have players pivot both to left and right. | 10 minutes |
| **Open Floor Carry** *(refine)* | 2. Review and demonstrate key points.  
3. Same formation as pivots. Place pylons as indicated in diagram.  
4. Players start out with open floor carry. Do a 360° turn around pylon at centre and weave with ball to far end. Give ball to player at head of the line.  
5. Players weave through first set of pylons. Execute a 360° turn at last pylon and run to far side. | 10 minutes |
## LESSON PLAN D-7

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaving with ball</td>
<td>Divide into three groups.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>(refine)</td>
<td>1 Set pylons as diagrammed in the three areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Players carry the ball around the designated route.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Keep your head up as much as possible.</td>
<td></td>
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</tbody>
</table>

### LESSON SUMMARY

**Successes:**

- 
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- 
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**Areas of Improvement:**

- 
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- 

LESSONS SH-15 (D-11, D-14)

SPECIFIC OBJECTIVES

1. Refine bank pass.
2. Review pass-run-shoot.
4. Introduce pass receiving in feet.
5. Introduce backhand flipshot.

KEY INSTRUCTIONAL POINTS

1. Wrist Shot:
   a. Same steps as sweep shot.
   b. Wrists are cocked until the moment of release and then snapped through. Top hand snaps forward then back towards the body while the wrist is rapidly extended; the bottom wrist flexes and whips stick through towards the target.

2. Pass receiving in feet:
   a. Move the foot so that it is perpendicular to the direction of the pass.
   b. Follow the ball onto the foot with your eyes.
   c. Kick ball up ahead onto your stick.

3. Backhand Flip Shot:  NOTE: Players should be in running shoes using a ball.

   The teaching points are similar to the forehand flip shot except the ball is started further back on the blade.

TEACHING TOOLS NEEDED

1. Street hockey balls
2. Pylons
3. Tape
4. Cross-floor rink boards
### LESSONS SH-15 (D-11, D-14)

**LEADER:**

**TEAM:**

**DATE:**

**TIME:**

<table>
<thead>
<tr>
<th>SKILL</th>
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<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Free Run</strong></td>
<td>1. Players pair up and run counter-clockwise passing the ball back and forth. At each end the players switch positions. The player on the inside goes behind the net and up the boards. The player on the boards cuts in front of the net and up the inside.</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Backhand Flip Shot</strong></td>
<td>1. Each player with a ball, find an area along boards. 2. Execute a backhand flip shot against the boards.</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Bank Pass-Run-Shoot</strong></td>
<td>Divide players into three stations – ten minutes at each station. 1. X1 gives a bank pass behind the net to X2. 2. X1 weaves through the pylons as diagrammed and heads for the goal. 3. X2 passes the ball to X1. 4. X1 shoots and goes to end of X2 line. 5. X2 then gives bank pass.</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
### LESSON SUMMARY

**Successes:**

- [ ]
- [ ]
- [ ]
- [ ]

**Areas of Improvement:**

- [ ]
- [ ]
- [ ]

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<table>
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</table>
| **Pass Receiving in Feet (introduce)** | Station 2: (Neutral zone.)
1. Players partner up about six metres apart.
2. Partner-1 passes the ball to partner-2. Receive the ball with right foot. Stop ball and kick it out to your stick.
3. Use both feet when receiving pass.
4. Should be done in a stationary position.
| 15 minutes |
| **Stationary Wrist Shot (review)** | Station 3: (End zone.)
1. Each player with a ball.
2. Find room around the boards and stand four metres out from boards.
3. Pick a spot on the boards (this could be marked with tape) and practise the wrist shot. |
| **Game (review)** | Cross-floor game:
1. Use cross-floor format.
2. Play 6-against-6.
3. Must make a pass off the backboards into the net to score.
4. Turn nets around.
5. No goalies.
6. Change every two minutes. |