

Operations Guide

Canadian Tire First Shift

Grow the Game Initiative



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Section 1: INTRODUCTION

The Canadian Tire First Shift is a response to a collaborative effort by Bauer and Hockey Canada to eliminate barriers to participation in the sport of ice hockey in Canada.

Through a series of on-ice experiences taken from the Hockey Canada Initiation Program, the objectives of the on-ice experience for each participant are:

- ❖ To have fun while playing hockey and engaging in physical activity.
- ❖ To learn the fundamental skills required to play the game of hockey.
- ❖ To create and refine basic motor patterns.
- ❖ To be introduced to the concepts of cooperation and fair play.
- ❖ To develop a solid foundation for minor hockey based on the three development pillars of education; PLAYERS, PARENTS AND COACHES.

The goal of the Learn to Play experience is to provide a pre-cursor to the Initiation Program, where new players are first introduced to the game of hockey in a non-structured, fun atmosphere. Participants will experience a positive first experience through engaging in small area, cross-ice hockey and fun game activities. The Learn to Play Program is a program of guided discovery in Canada's favorite winter past time.

A. PURPOSE

The purpose of the Learn to Play Program is to introduce the game of hockey to first time participants in a positive, fun, progressive and non-competitive environment while focusing on the development of players, parents and coaches.

B. FUNCTION

The Learn to Play Program can serve as the initial stage of the Initiation Program for first time players in the pre-Novice age category (6 years) or it can serve as a late entry opportunity to older players wishing to participate in an instructional program designed to support the development of fundamental skills of hockey.

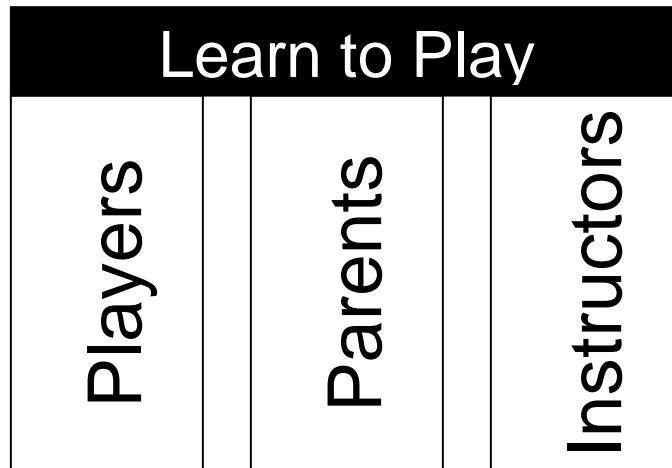
C. OUTCOMES

The desired outcomes of the Learn to Play program are to:

- 1) Ensure participants have fun and experience learning basic hockey skills and positive values through a low-structured environment.
- 2) Ensure the participants learn about the “hockey environment” by interacting and learning about the ice arena, the dressing rooms, the Zamboni (ice re-surfer), and the role of the instructors (coaches).
- 3) Recruit, train and mentor new instructors (coaches).
- 4) Educate parents on their child’s developmental opportunities through sport and hockey and the role they play as sport-wise parents.
- 5) Evaluate all aspects of the program to determine future changes for improvement.

D. THE MODEL

The Canadian Tire First Shift is based on the Hockey Canada Learn to Play Program consisting of 3 participant pillars:



The overall program model is focused on participants (players) and parents who have yet to enter the minor hockey system and provide them with an educational program and a ‘trial’ experience by insuring that each pillar enjoys interactive participation and education on the values the sport of hockey can bring to a family and to a community.

Specific objectives for each participant pillar are...

Players

- A guided discovery opportunity of the minor hockey environment both on and off ice.
- Introduction to a sound FUNDamental skill development program using Hockey Canada's Initiation Program Curriculum manuals.
- Exposure to a 'fun games' philosophy that creates learning opportunities while de-emphasizing competition and formal game play.
- Exposure to the "Hockey Environment" by interacting and learning about:
 - i. Ice rink
 - ii. Dressing Rooms
 - iii. Zamboni (ice re-surfer)

Parents

- Exposure to informal and formal parent education seminars and information to ensure an understanding of the role of the parent and the player development model in grassroots hockey.
- Provide leadership opportunities and training to volunteers as program coaches, managers and safety personnel.
- To be an active participant rather than an idle observer.

Instructors

- Train parent and non-parent volunteers in the operation of the Hockey Canada Learn to Play Program.
- Provide an instructor mentoring opportunity to allow for personal growth in the instructing environment.
- Develop the instructor philosophy and leadership skills to assist MHA's to develop a solid base of coaches for future years in their Association.
- To create ownership in the program so that coaches are active participants rather than an idle observers.

Section 2: PLANNING

A. PARTICIPANTS

- Players:
- Aged 6 and 7 years who fall within the following description:
 - i. First time hockey players with no previous ice hockey experience
 - ii. Low attention span and low confidence on skates

 - Aged 8 to 10 with some experience skating or in ice hockey
 - i. May be first time players or have some experience on skates
 - ii. Medium to high attention span and confidence on skates
- Parents:
- First time parents or parents exposed to hockey.
 - i. Equipment orientation and fitting instructions
 - ii. Provide direction to Branch and Hockey Canada website resources
 - iii. Understanding of safety on-ice and off-ice
 - iv. Awareness of participant supervision at all times
- Instructors:
- MHA and Community volunteers over the age of 18 years willing to volunteer and become a Learn to Play Instructor group. The commitment must be:
 - i. Attend 'Learn to Play' Training Sessions
 - ii. Attend Instructor meetings
 - iii. Attend ice sessions or off-ice activities
 - iv. Willing to learn from more experienced Instructors
 - v. Follow the 'Learn to Play' curriculum as outlined

B. PROGRAM COMMITMENT – TWO YEAR PLAN

- Year 1:** Six Week Trial (October, November, December)
- 6 on-ice sessions
 - Ice sessions will use three zones going cross ice (OZ, NZ and DZ)
 - Instructors must follow a “session framework”
 - B Plans may be required for more experienced skaters
 - 1 instructor for every 5 players and special needs instructors for every ice session

- Year 1:** 6 Week Transition (January, February, March)
- 6 on-ice sessions
 - One zone for Learn to Play hockey zone
 - Second and third zone used for higher level skills, B Plans may be required for more experienced skaters
 - Program A Lesson Plans
 - Instructors follow the IP instructional materials (Level A)
- Year 2:** 6 Week Transition (October, November, December)
- 6 on-ice sessions
 - One zone for Learn to Play hockey zone
 - Introduce small area games and cross-ice hockey
 - Program Lesson A and B Plans
 - Instructors follow the IP instructional materials
- Year 2:** 6 Week Transition (January, February, March)
- 6 on-ice sessions
 - Continue with small area games and cross-ice hockey
 - Program Lesson A and B Plans
 - Instructors follow the IP instructional materials

C. ICE TIME REQUIREMENTS

The recommended ice time allocation for the Learn to Play Program is as follows:

On Ice Sessions: One day per week for six consecutive weeks, preferably between 4:00 and 6:00pm on a Monday to a Thursday for a time of 60 minutes.
This is only a recommendation – since a number of MHA’s may have differing availabilities of ice

Section 3: EFFICIENT USE OF THE ICE

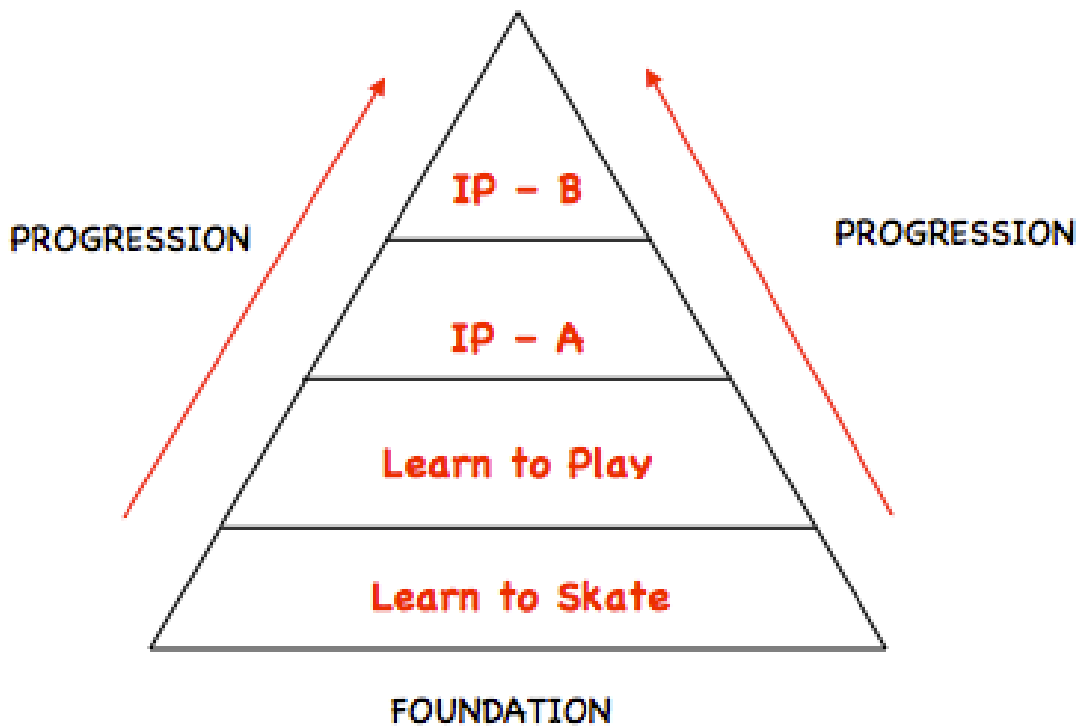
A. LEARN TO PLAY – INITIATION PROGRAM

In the minor hockey category, ice usage may depend on the size of the minor hockey association and the number of kids’ registered to play hockey at the pre-novice level.

Players registering for the Learn to Play Program will fall into one of the three following categories based on their previous experience with skating and/or hockey:

1. Learn to Play/Learn to Skate participant
2. Initiation Program Levels A
3. Initiation Program Levels B

Therefore the player development progression through this program will depend on their ability and their development over the 6 week period:



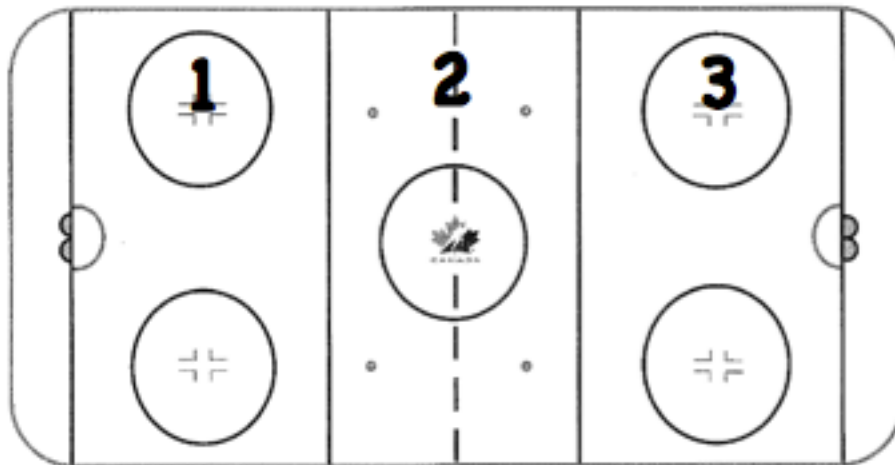
Ice usage, as previously stated, depends on the number of program registrations. As a result, there are any one of three options that the minor hockey association could face in considering ice usage for the Learn to Play Program:

- a. Full Ice needs for Learn to Play (based on 30-50 players)
- b. 2/3 of ice needs for Learn to Play (based on 20-30 players)
- c. 1/3 of ice needs for Learn to Play (based on 10-20 players)

Note: It is recommended that if the Learn to Play Program has 50 players registered, the full ice should be used for the program

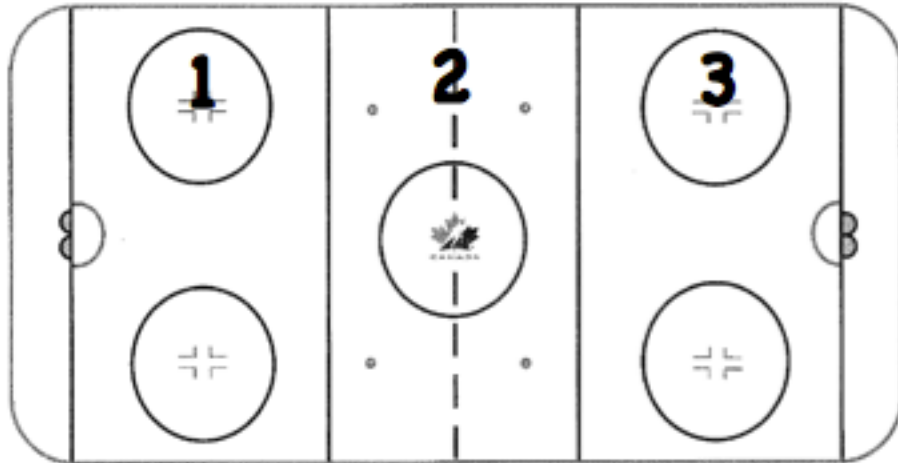
B. SAMPLE ICE USAGE WITH OPTIONS:

Option 1: Full Ice needs for Learn to Play (based on 30-50 participants equally distributed among groups)



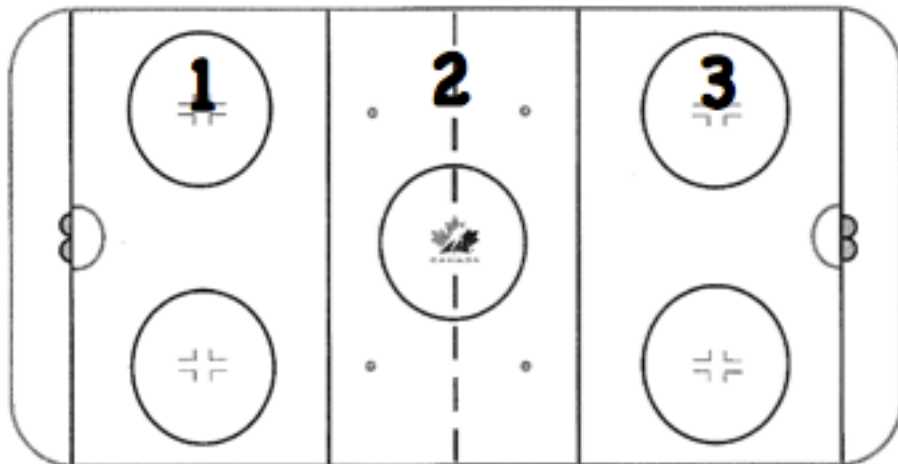
- 1.** Learn to Skate Group: (10-17 players)
- 2.** Learn to Play Group: (10-17 players)
- 3.** Initiation A/B Group: (10-17 players)

Option 2: 2/3 of ice needs for Learn to Play (based on 25-30 Learn to Play participants)



- 1.** Learn to Play Group 1: (10-15 players)
- 2.** Learn to Play Group 2: (10-15 players)
- 3.** Initiation A/B Group: (10-15 players)

Option 3: 1/3 of ice needs for Learn to Play (based on 10-20 Learn to Play participants)



- 1.** Learn to Play Group: (10-20 players)
- 2.** Initiation A Group: (10-15 players)
- 3.** Initiation B Group: (10-15 players)

Section 4: Instructional Curriculum

A. LEARN TO SKATE/LEARN TO PLAY SESSIONS

This zone is for beginner players who have enrolled in a hockey program for the first time. These players are introduced to the arena environment (i.e., dressing rooms, ice surface, instructors, equipment, pucks, etc.) basic skills such as getting up, standing, walking on the ice, picking up their sticks, and mostly cross ice games and fun games that will get them accustomed to their surroundings. This program follows a structured program guide. Players learn through guided discovery facilitated by the on-ice Instructors.

The Lead Instructor's objectives in running the ice session are to:

- Keep players active in activity with limited time standing in lines
- Focus activities around skating, stickhandling and shooting exercises but without instruction - let the players discover the feeling and basic motor movement patterns
- Work in cross-ice pond hockey fun games with one, two or even three pucks at once (keep the kids active as much as possible).
- Play fun games such as British Bull Dog, Pig in The Middle, Cops and Robbers, etc.
- Praise and encourage the players and leave the formal structured teaching and coaching to the Initiation levels once they get there!

Note: See Appendix "A" for more detailed list of intended learning outcomes for the Learn to Play Program

This zone (s) is for players who have some experience in hockey and show confidence on skates. The Initiation Program involves structured teaching in a formal learning environment. Players will be introduced to basic skills, such as skating, passing, shooting, and puck handling as well as a variety of fun games aimed at improving the basic skills. Individual and some team tactics will also be introduced but until the final levels of the IP.

Each on-ice session uses the following sample session framework:

<u>TIME</u>	<u>ACTIVITY</u>	<u>ICE SPACE</u>
0-5	Free time with pucks and assortment of balls and objects	Small areas
5-10	Warm up skate working with player Agility, Balance and Coordination - ABC's	3 Zones
10-25	Group Instruction Session #1 - Instructional activities (skating skills)	3 Zones
25-35	Fun and Games Activity	Small Area
35-50	Group Session #2 - Instructional activities (skating and Puck control activities)	3 Zones
50-60	Cross-Ice Games	3 Zones

B. LEARN TO PLAY SESSIONS/INITIATION PROGRAM ICE SESSIONS

The following series of lesson plans can be used as outlined to serve as the foundation for programming for the participants in the Learn to Play Program. It is important to appreciate that there are some very basic skills required by young participants including balance, walking, gliding, getting up after a fall,

1 OF 2

INITIATION PROGRAM PRACTICE PLAN

PHASE: I

LESSON: 1

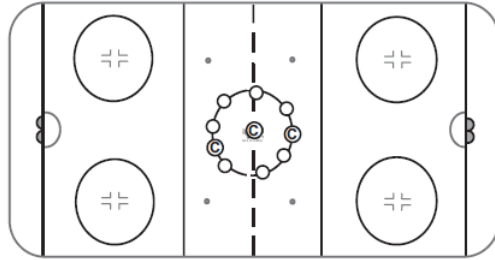
DURATION: 60

Session Objectives: 1. Introduce: Safety Rules, Basic Stance, Getting Up & Balance, Basic Knowledge, T-Push, C-Cuts

10 MIN WARM-UP

ORGANIZE AND BASIC STANCE (1.1.01)

Gather players at centre ice circle. Explain safety rules. Explain signals. Explain and demonstrate key points to stance. Players go into basic stance. Coaches should circulate through players to correct stance now. Players hop up & down on both skates, Players lean to left, then to the right, Players lean to left and stand on left skate, then right. Players rock forward onto toes and backward onto heels (encourage them to find the best balance point).



20 MIN SKILL STATIONS #1

1. T-PUSH (1.3.01)

Review key points and demonstrate. Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Players should extend leg to push off, pushing last with the toe. Coaches should review players and give personal attention to remedy flaws. Make sure the pushing leg is fully extended before recovery. Skate full distance of zone pushing with 1 foot at a time.

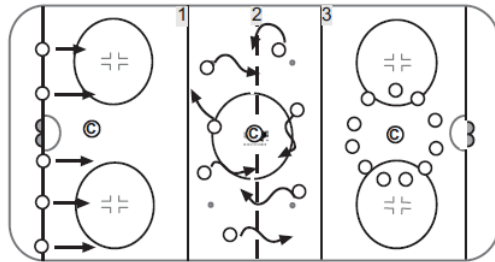
Repeat using other foot.

2. FREE SKATE

Players skate around neutral zone getting comfortable on their skates. Coaches should skate among players talking to as many as possible - make them feel comfortable, help as needed.

3. GETTING UP AND BALANCE (1.1.02)

Coach demonstrates proper technique of getting up. Play game of Simon Says getting players to fall to knees and get back into "Stance", touch knees, toes, head, shoulders, hips etc. Have players lie on stomachs, 2 hands on sticks, elbows on ice, holding stick level. Pull to kneeling position by using elbows, then get up. Continue game.



20 MIN SKILL STATIONS #2

1. DON'T WAKE THE GIANT

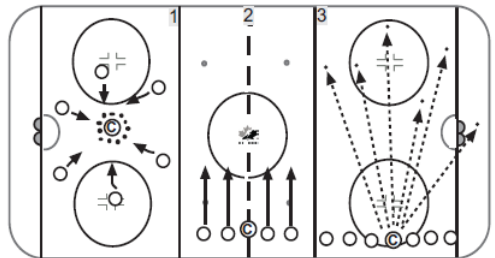
Place some pucks (treasure) on ice. One coach (giant) guards the treasure but keeps falling asleep. Players tip-toe by the giant to steal his treasure without waking him up. Giant occasionally wakes up to scare them away.

2. C-CUTS (1.4.01)

Review key points and demonstrate. Players line up along boards and perform c-cuts with right foot across the ice while gliding on left foot. Ensure proper recovery. Perform 3-4 repetitions with right foot, then repeat using left foot.

3. FETCH

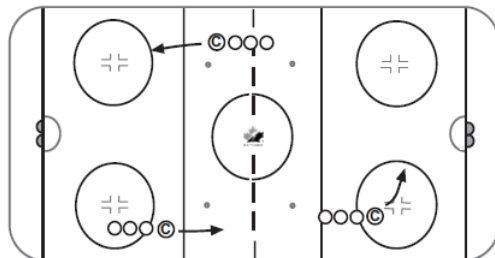
Players are "dogs" and play without sticks. Coach rolls out as many tennis balls as there are players. Players must chase ball, pick it up and return to coach. Some players may be able to retrieve 2-3 times while others retrieve only once. Have players bark when they return the ball.



10 MIN FUN GAME

TOUR BUS

Divide groups to 1 group per coach. Coach is the bus driver, players are the passengers. Players follow the coach who moves slowly around the area, changing directions frequently. Point out features of the rink as the tour (face-off dot, circle, net, crease, blueline, centre line, goal line). Revisit spots and have players name the features.



INITIATION PROGRAM PRACTICE PLAN

2 OF 2

PHASE: I

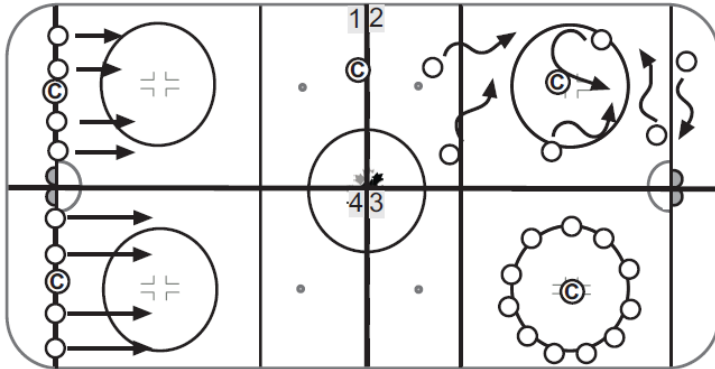
LESSON: 1

DURATION: 60

Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Stations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

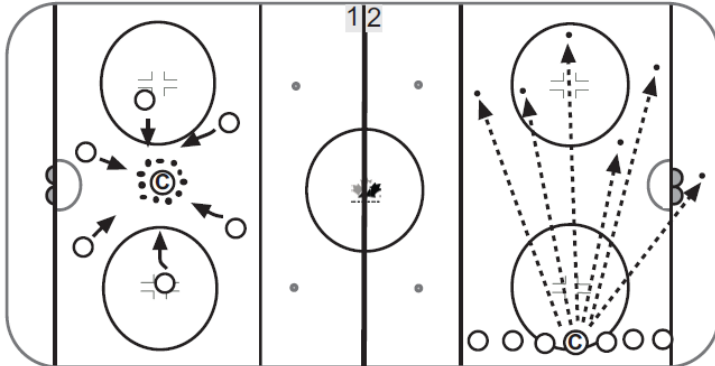
SKILL STATIONS #1 - 4 STATION SETUP

1. T-PUSH (1.3.01)
2. FREE SKATE
3. GETTING UP AND BALANCE (1.1.02)
4. C-CUTS (1.4.01)



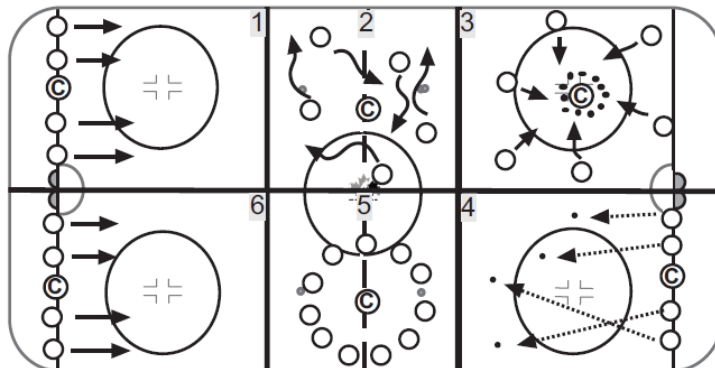
SKILL STATIONS #2 - 2 STATION SETUP

1. DON'T WAKE THE GIANT
2. FETCH



SKILL STATIONS #3 - 6 STATION SETUP

1. T-PUSH (1.3.01)
2. FREE SKATE
3. GETTING UP & BALANCE (1.1.02)
4. FETCH
5. DON'T WAKE THE GIANT
6. C-CUTS (1.4.01)

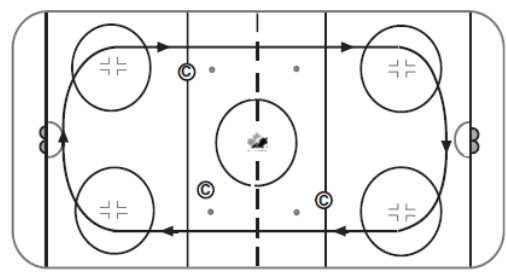


1 OF 2 INITIATION PROGRAM PRACTICE PLAN
PHASE: I LESSON: 2 DURATION: 60

Session Objectives: 1. Introduce: Falling Down, Gliding 2 foot, Gliding 1 Foot
 2. Review: ABC's, Basic Stance, Getting Up, T-push, C-Cuts

10 MIN WARM-UP

FREE SKATE
 Skate clockwise direction; between blue lines touch knees, sitting position, touch toes, speed up. Can do with or without pucks.

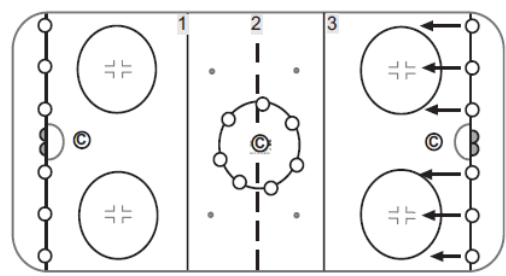


20 MIN SKILL STATIONS #1

1. GETTING UP/BASIC STANCE (1.1.02)
 Review key points to stance and to getting up off the ice. Players lie on their backs. On signal they roll over onto stomachs, get up onto their knees and then stand up into the basic skating position. Repeat 4-5 times. Have players line up on goal line. Take a few strides to gain momentum, fall to their knees, and get up, then skate to the blue line. Repeat.

2. BALANCE AND AGILITY (1.1.03/1.1.04/1.1.02)
 Play game of Simon Says getting players to balance on one foot, jump on one foot, jump on two feet, fall to knees and get back into "stance".

3. C-CUTS (1.4.01)
 Review key points and demonstrate. Players line up along boards or line and perform c-cuts with right foot across the ice while gliding on left foot. Ensure proper recovery. Perform 3-4 repetitions with right foot, then repeat using left foot.

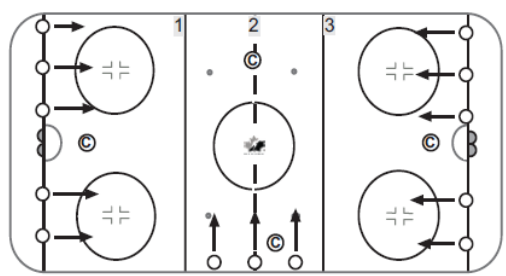


20 MIN SKILL STATIONS #2

1. FALL DOWN
 Review and demonstrate 2 safety precautions for falling: fall forward - "hands out, heads up"; and fall backward - "tuck the chin". Have players practice falling backwards. Be sure players tuck their chin to keep their head from hitting the ice. Skate across ice, slide on stomach (must be "hands out - heads up") get up and continue across. Repeat with slide on stomach - rollover - get up - continue.

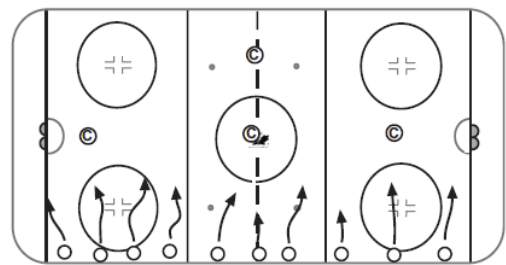
2. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
 Review key points and demonstrate 2 foot glide. Players line up along boards. Take a few strides to gain momentum then go into a glide on two skates. Maintain basic stance while gliding. Repeat several times. While gliding go from basic stance to upright position to basic stance. Review key points and demonstrate 1 foot glide. Players try leaning on boards and standing on one foot, then the other. Try without holding boards. Players line up along boards. Take a few strides to gain momentum then glide as far as possible on one skate. Repeat with other skate.

3. T-PUSH (1.3.01)
 Review key points - have players demonstrate "T" & correct. Have players line up on goal line in T-push position. On signal see how far each player can go on one push. Three attempts. Switch feet.



10 MIN FUN GAME

BRITISH BULLDOG
 Players start on side boards and try to skate to other boards. Coaches start as bulldogs and tag players as they skate by. Once tagged, players become bulldogs for next time across. Last player tagged wins. Play until end of time.



INITIATION PROGRAM PRACTICE PLAN

2 OF 2

PHASE: I

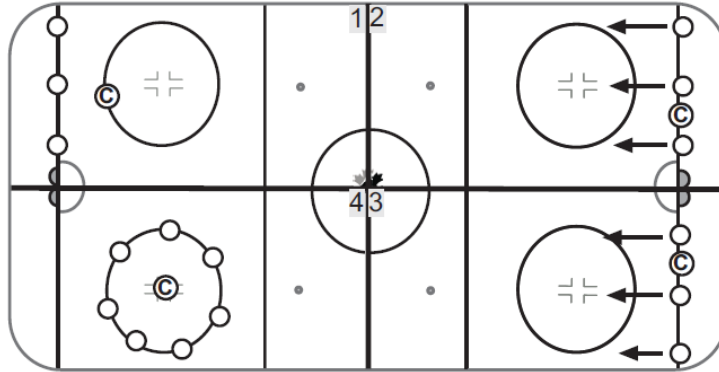
LESSON: 2

DURATION: 60

Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Stations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

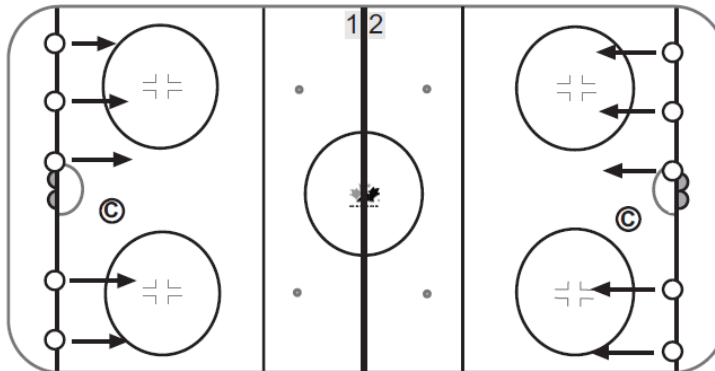
SKILL STATIONS #1 - 4 STATION SETUP

1. GETTING UP/BASIC STANCE (1.1.02)
2. C-CUTS (1.4.01)
3. FALL DOWN
4. BALANCE AND AGILITY (1.1.03/1.1.04/1.1.02)



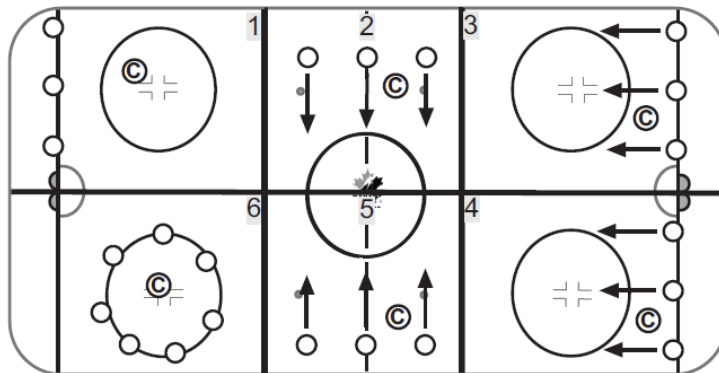
SKILL STATIONS #2 - 2 STATION SETUP

1. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
2. T-PUSH (1.3.01)



SKILL STATIONS #3 - 6 STATION SETUP

1. GETTING UP/BASIC STANCE (1.1.02)
2. C-CUTS (1.4.01)
3. FALL DOWN
4. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
5. T-PUSH (1.3.01)
6. BALANCE AND AGILITY (1.1.03/1.1.04/1.1.02)



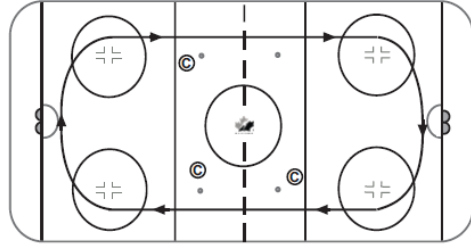
1 OF 2 INITIATION PROGRAM PRACTICE PLAN
PHASE: I LESSON: 3 DURATION: 60

Session Objectives: 1. Introduce Edge Control, One O’Clock – Eleven O’Clock Stop, Scooting
2. Review Falling Down, Gliding 1 foot, Gliding 2 foot, C-Cuts

10 MIN WARM-UP

FREE SKATE (1.1.02/1.1.07)

Skate clockwise direction; between blue lines: fall to knees and get up, glide on one foot, jump the lines, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. EDGE CONTROL

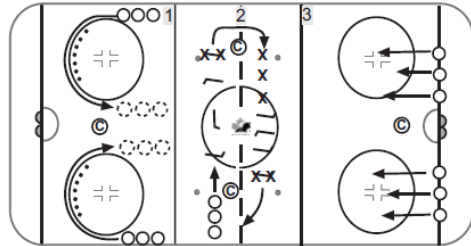
Arrange pucks as shown along ¼ of face-off circle. Players take 4-5 strides to gain momentum and then glide on their left skate (inside edge). Follow the path all the way around without putting the right skate down. Form line on other side. Return using the left skate but outside edge. Repeat using right skate.

2. OBSTACLE COURSE

Review and demonstrate 2 safety precautions for falling: fall forward - “Hands out, Heads up” and fall backward - “tuck the chin”. Arrange sticks and pylons as diagrammed. Players go over 1st stick, spread skates at 2nd, and over 3rd, slide under the obstacle on stomach “hands out, heads up”. On return players go around pylons, over the sticks, and slide under the obstacle on stomach.

3. SCOOTING (1.3.01)

Review and demonstrate key points. Players line up along line or boards. Right skate behind left skate forming a “T”. Push down and out with right skate gliding on left skate. Players should extend leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Skate full distance pushing with 1 foot at a time. Repeat using other foot.



20 MIN SKILL STATIONS #2

1. C-CUTS ALTERNATING (1.4.02)

Review key points and demonstrate. Players line up along boards or line and perform c-cuts - alternating feet. Make sure players are recovering their foot to the middle of their body before executing the c-cut with the next foot.

2. ONE O’CLOCK – ELEVEN O’CLOCK STOP (1.3.06)

Step 1 - 2 foot glide

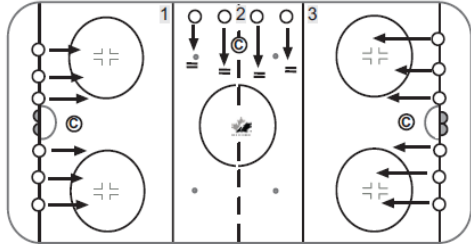
Review key points. Players line up along goal line. Take a few strides to gain momentum then glide on two skates maintaining basic stance. Correct flaws.

Step 2 - making snow

Review and demonstrate key points. Players stand still. Turn right heel out and right toe in. Push skate down and out. Try to make a pile of snow. Repeat with left skate. Do 3 times with each skate for approximately 15 seconds.

Step 3 - dry run

Players stand still. Practice skill sequence: glide (remain in basic stance), turn one foot (unweight one foot, glide on other foot), lean on it.



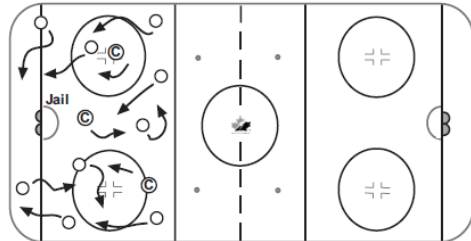
3. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)

Players line up along goal line. Take a few strides to gain momentum then go into a glide on two skates. Maintain basic stance while gliding. Repeat several times. Repeat again and while gliding go from basic stance to upright position to basic stance. Review key points and demonstrate 1 foot glide. Players line up along goal line. Take a few strides to gain momentum then glide as far as possible on one skate. Repeat with other.

10 MIN FUN GAME

COPS AND ROBBERS

Coaches act as cops, players as robbers. Players scatter in zone without sticks. When player is tagged goes to jail (net or referee’s circle). Players in jail can be set free by being tagged by a free player. Try to get all players in jail at end of drill.



INITIATION PROGRAM PRACTICE PLAN

2 OF 2

PHASE: I

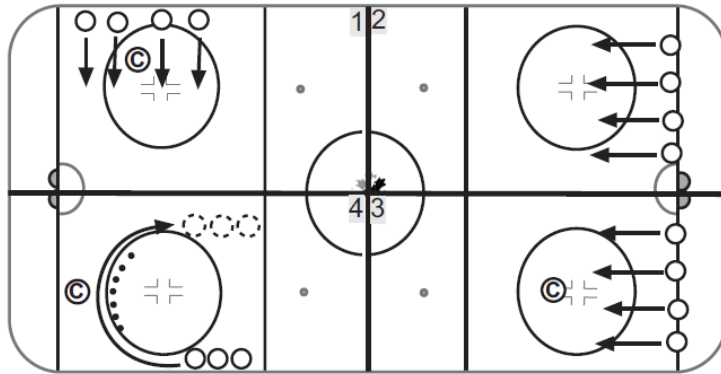
LESSON: 3

DURATION: 60

Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skatons #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 onl

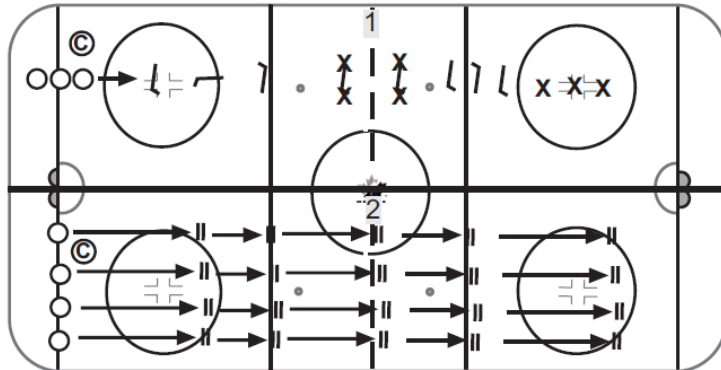
SKILL STATIONS #1 - 4 STATION SETUP

1. SCOOTING (1.3.01)
2. C-CUTS ALTERNATING (1.4.02)
3. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
4. EDGE CONTROL



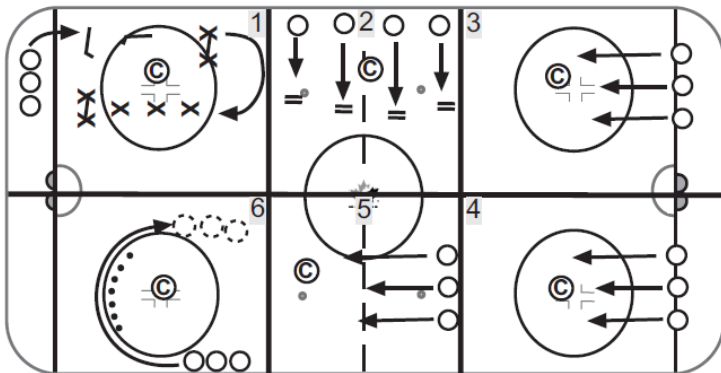
SKILL STATIONS #2 - 2 STATION SETUP

1. OBSTACLE COURSE
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)



SKILL STATIONS #3 - 6 STATION SETUP

1. OBSTACLE COURSE
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
3. SCOOTING (1.3.01)
4. C-CUTS ALTERNATING (1.4.02)
5. GLIDING 2 FOOT, 1 FOOT (1.1.06/1.1.07)
6. EDGE CONTROL



1 OF 2

INITIATION PROGRAM PRACTICE PLAN

PHASE: I

LESSON: 4

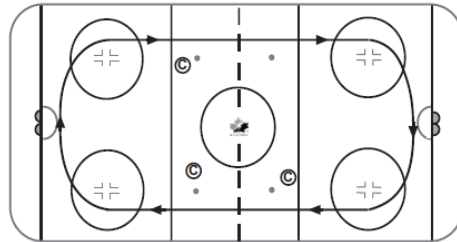
DURATION: 60

Session Objectives: 1. Introduce: Striding, Glide Turns, Glide - Arm Pump
 2. Review: Edge Control, C-Cuts, One O'clock - Eleven o'clock Stop

10 MIN WARM-UP

FREE SKATE (1.1.02/1.1.07)

Skate clockwise direction; between blue lines: fall to knees and get up, glide on one foot, jump the lines, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. EDGE CONTROL

Arrange pucks as shown along ¼ of face-off circle. Players take 4-5 strides to gain momentum and then glide on their left skate (inside edge). Follow the path all the way around without putting the right skate down. Form line on other side. Return using the left skate but outside edge. Repeat using right skate.

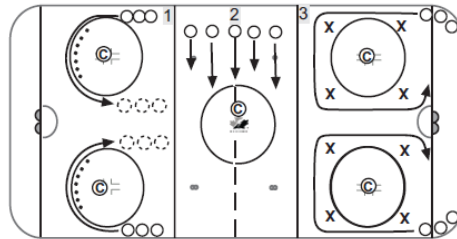
2. STRIDING (1.3.01/1.4.12)

Step 1 - scooting

Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Skate full distance pushing with 1 foot at a time. Return using other foot.

Step 2 - alternate feet

Review and demonstrate key points. Have players line up on goal line in basic stance. Start on signal, push and recover with one skate followed by other skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Repeat.



3. GLIDE TURNS (1.6.01)

Review key points and demonstrate. Place 4 pylons in large square - this is the race track. Players are the race cars. Explain to players that they must go around track but keep both wheels on the track when they turn corners. Players take a few strides to gain momentum then go into a glide on two skates. When they come to a pylon they must turn part way around it and go to next cone, etc. Give feedback on form. Repeat opposite direction.

20 MIN SKILL STATIONS #2

1. GLIDING - ARM PUMP (1.1.05)

Review key points and demonstrate. Players line up along goal line. Start on signal, players pump their arms to propel themselves forward.

2. C-CUTS ALTERNATING (1.4.02)

Review key points and demonstrate. Players line up along boards or line and perform c-cuts - alternating feet. Make sure players are recovering their foot to the middle of their body before executing the c-cut with the next foot.

3. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

Step 1- 2 foot glide

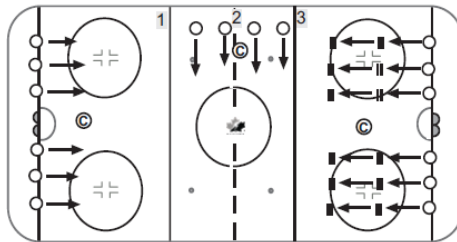
Review key points. Players line up along goal line. Take a few strides to gain momentum then glide on two skates maintaining basic stance. Correct flaws.

Step 2 - making snow

Review and demonstrate key points. Players stand still. Turn right heel out and right toe in. Push skate down and out. Try to make a pile of snow. Repeat with left skate. Do 3 times with each skate for approximately 15 seconds.

Step 3 - dry run

Players stand still. Practice skill sequence: glide (remain in basic stance), turn one foot (unweight one foot, glide on other foot), lean on it.



Step 4 - stopping

Review and demonstrate key points. Players line up on goal line. On signal they skate forward. On next signal player performs stop using right foot. Have players stop several times while crossing the zone. Return using left skate.

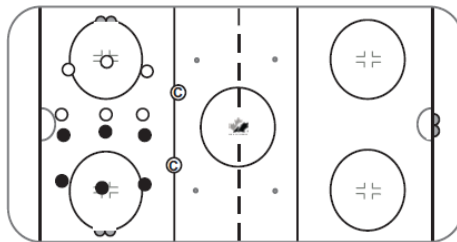
Step 5 - play

Play a game of green light (skate) - yellow light (glide) - red light (stop).

10 MIN FUN GAME

FUN TIME

Play soccer in cross ice format. No sticks.



INITIATION PROGRAM PRACTICE PLAN

2 OF 2

PHASE: I

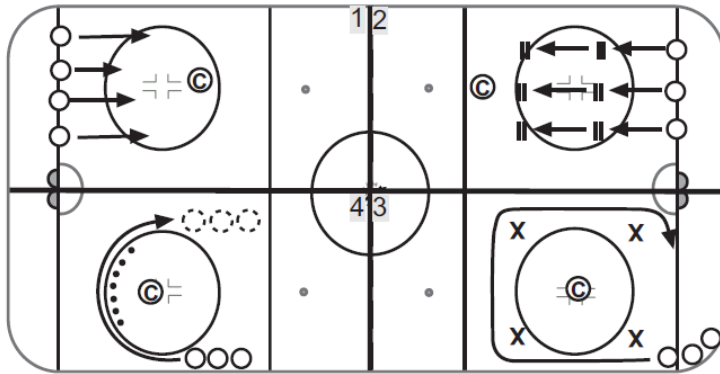
LESSON: 4

DURATION: 60

Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skatons #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

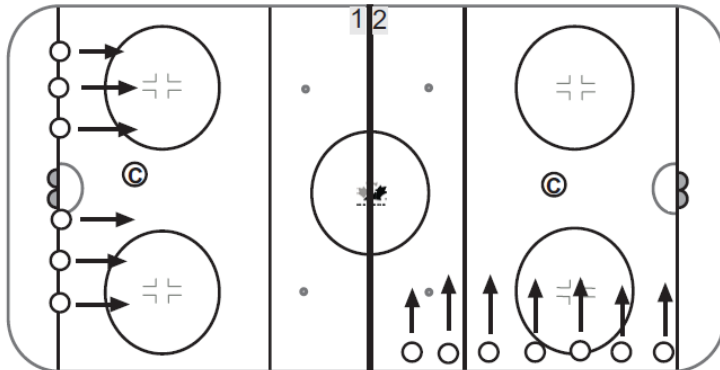
SKILL STATIONS #1 - 4 STATION SETUP

- 1. STRIDING (1.3.01/1.4.12)
- 2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
- 3. GLIDE TURNS (1.6.01)
- 4. EDGE CONTROL



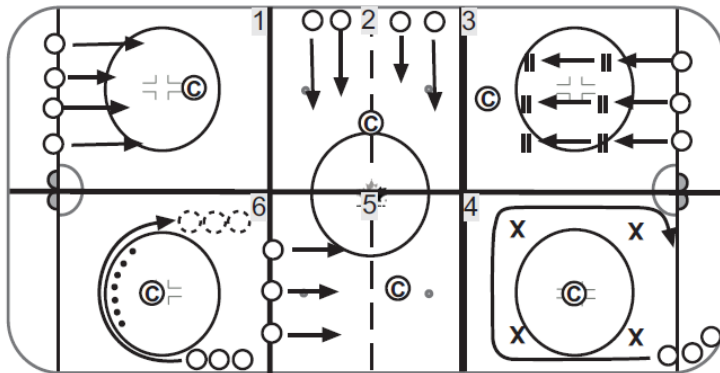
SKILL STATIONS #2 - 2 STATION SETUP

- 1. GLIDING - ARM PUMP (1.1.05)
- 2. C-CUTS ALTERNATING (1.4.02)



SKILL STATIONS #3 - 6 STATION SETUP

- 1. STRIDING (1.3.01/1.4.12)
- 2. GLIDING - ARM PUMP (1.1.05)
- 3. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
- 4. GLIDE TURNS (1.6.01)
- 5. C-CUTS ALTERNATING (1.4.02)
- 6. EDGE CONTROL



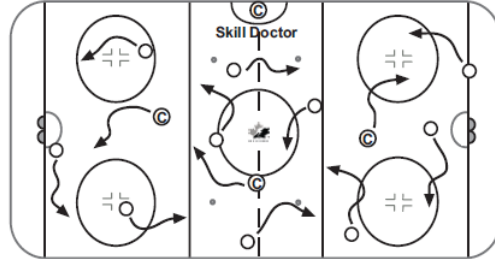
1 OF 2 INITIATION PROGRAM PRACTICE PLAN
PHASE: I LESSON: 5 DURATION: 60

Session Objectives: 1. Review: Striding, Glide Turns, Basic Stance, One O'clock - Eleven O'clock Stop, Gliding 1 foot, 2 foot, Edge Control

10 MIN WARM-UP

TAG (1.1.02/1.1.03/1.1.04)

Players skate anywhere on ice. Coaches are "it" and try to tag players. If tagged, players must go to the "Skill Doctor" at the referee's circle who assigns a skill task which player performs before returning to the game. Suggested skill tasks: fall to knees and get up, balance on one foot, jumping on one foot. Play with or without pucks.



20 MIN SKILL STATIONS #1

1. STRIDING (1.3.01/1.4.12)

Step 1 - scooting

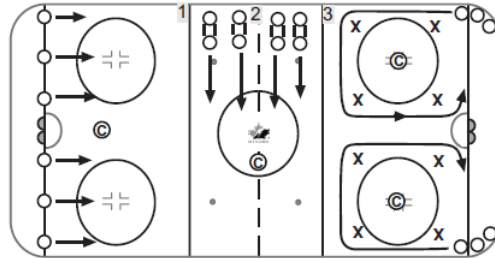
Players line up along line or boards. Right skate behind left skate forming a "T". Push down and out with right skate gliding on left skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Skate full distance pushing with 1 foot at a time. Return using other foot.

Step 2 - alternate feet

Review and demonstrate key points. Have players line up on goal line in basic stance. Start on signal, push and recover with one skate followed by other skate. Focus on extending leg to push off, pushing last with the toe. Make sure the pushing leg is fully extended before recovery. Recovery should be low to the ice. Glide foot should be under player - not off to side. Repeat.

2. HORSE AND BUGGY (1.1.06/1.1.07)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Focus on glider's stance and feet shoulder width apart, blades flat on the ice (not on inside edges). Repeat gliding on one skate. Go slow and safe! Repeat but glider zig-zags on 2 feet.



3. GLIDE TURNS (1.6.01)

Review key points and demonstrate. Place 4 pylons in large square - this is the race track. Players are the race cars. Explain to players that they must go around track but keep both wheels on the track when they turn corners. Players take a few strides to gain momentum then go into a glide on two skates. When they come to a pylon they must turn part way around it and go to next cone, etc. Give feedback on form. Repeat opposite direction.

20 MIN SKILL STATIONS #2

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

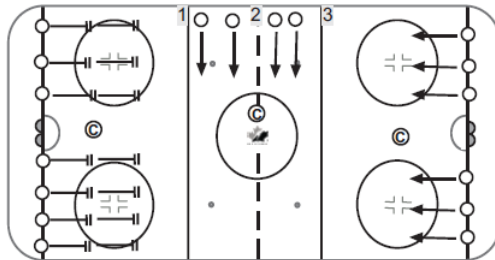
Review and demonstrate key points. Players line up on goal line. On signal they skate forward. On next signal player performs stop using right foot. Have players stop several times while crossing zone. Return using left skate. Play a game of green light (skate) - yellow light (glide) - red light (stop).

2. GLIDING - ARM PUMP (1.1.05)

Review key points and demonstrate. Players line up along goal line. Start on signal, players pump their arms to propel themselves forward.

3. C-CUTS ALTERNATING (1.4.02)

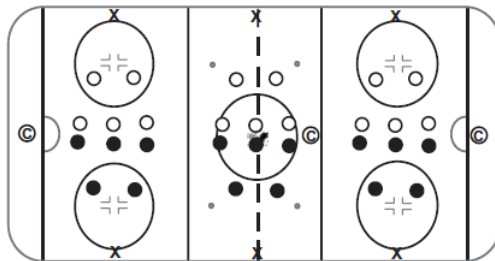
Review key points and demonstrate. Players line up along boards or line and perform c-cuts - both feet. Make sure players are recovering their feet to the middle of their body before executing the next c-cut.



10 MIN FUN GAME

FUN TIME

Play scrimmage across ice. No nets - use 1 pylon - must hit pylon to score - no goalies. Continuous play - if a goal is scored players give puck to coach who shoots it in to area and play continues. If stronger players monopolize the puck, add another puck (or two).



INITIATION PROGRAM PRACTICE PLAN

2 OF 2

PHASE: I

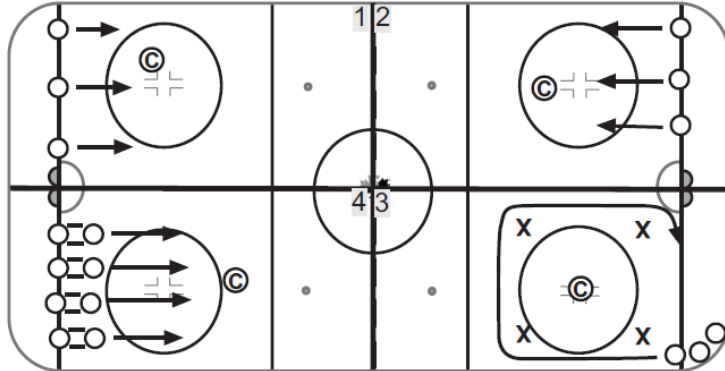
LESSON: 5

DURATION: 60

Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Skations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

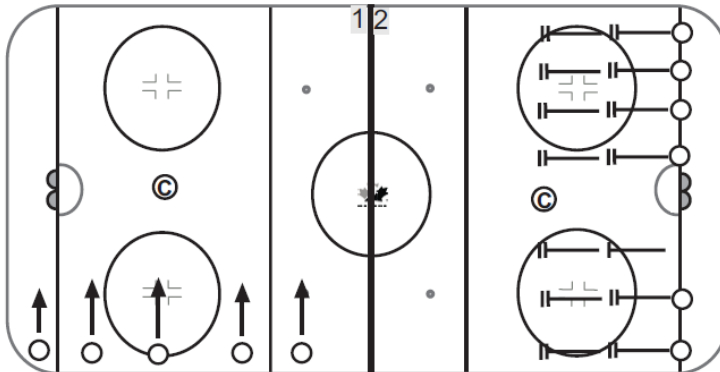
SKILL STATIONS #1 - 4 STATION SETUP

1. STRIDING (1.3.01/1.4.12)
2. GLIDING - ARM PUMP (1.1.05)
3. GLIDE TURNS (1.6.01)
4. HORSE AND BUGGY (1.1.06/1.1.07)



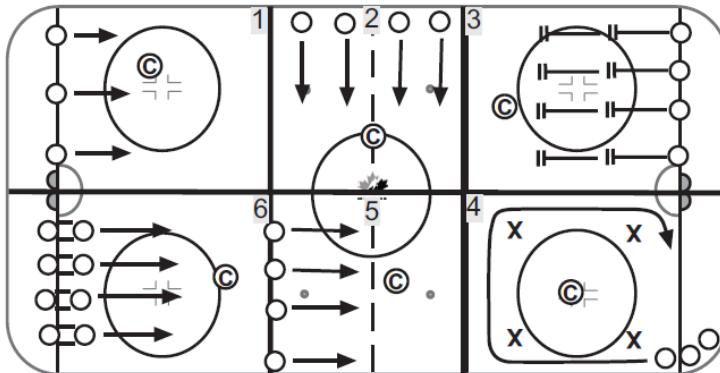
SKILL STATIONS #2 - 2 STATION SETUP

1. C-CUTS ALTERNATING (1.4.02)
2. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)



SKILL STATIONS #3 - 6 STATION SETUP

1. STRIDING (1.3.01/1.4.12)
2. GLIDING - ARM PUMP (1.1.05)
3. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
4. GLIDE TURNS (1.6.01)
5. C-CUTS ALTERNATING (1.4.02)
6. HORSE AND BUGGY (1.1.06/1.1.07)

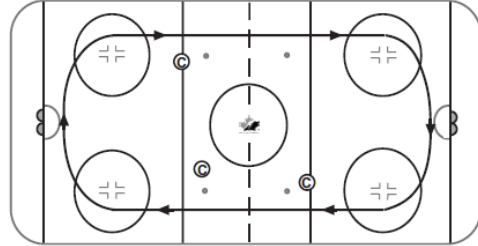


1 OF 2 INITIATION PROGRAM PRACTICE PLAN
PHASE: I LESSON: 6 DURATION: 60

Session Objectives: 1. Introduce: Lateral Movement, Figure 8's Edge Control
2. Review: ABC's, Gliding 1 foot, 2 foot, C-Cuts, One O'Clock - Eleven O'Clock Stop

FREE SKATE (1.1.07/1.1.04/1.4.02)

Free skate - clockwise direction; between blue lines: glide on one foot, jump the lines on one foot, c-cuts alternating, speed up. Add pucks if desired.



20 MIN SKILL STATIONS #1

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)

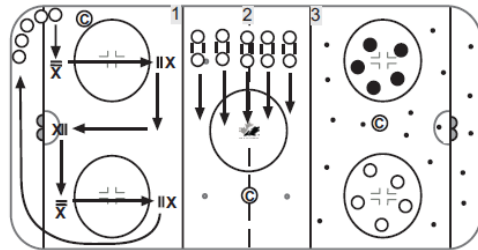
Review and demonstrate stops. Emphasize glide before the stop. Players line up on boards. Each player in turn skates to 1st pylon and executes stop facing direction of next pylon. Next player goes when player in front stops at pylon. Review technique and correct.

2. HORSE AND BUGGY (1.3.06/1.4.04)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Glider provides resistance by turning one foot and leaning on it. Puller must use c-cuts - alternating. Focus on puller's posture, body angle, stride length and recovery. Glider gets to improve 1 foot stop by finding appropriate level of resistance by varying weight placed on stopping foot. Glider can alternate feet on successive trips and to steer.

3. GARBAGE MAN

Divide group into 2 teams. Assign each team to one face-off circle as a home base. Scatter pucks around end zone. On signal the players must skate around and stop to pick up one object at a time (piece of garbage) and return it to their home base (dump). Players must leave their gloves on. Players must stop at each piece of garbage. Team that collects the most garbage wins



20 MIN SKILL STATIONS #2

1. LATERAL MOVEMENT (1.1.11)

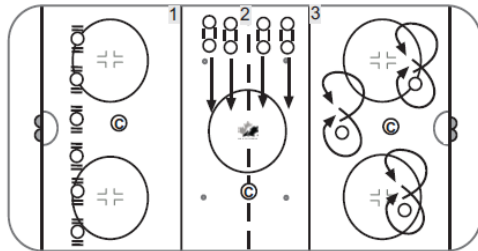
Review and demonstrate key points - basic stance, move one foot in front of the other (not all the way over). Players line up across goal line. Players get into basic stance and try: 1 side-step to left and 1 to right, 2 side-steps each direction, and 3 side-steps each direction. Play Simon Says and include lateral movement with other ABC's (on knees, get up, hop, tip toes, heels, balance on one foot, on stomach, roll over, etc.).

2. HORSE AND BUGGY (1.1.06/1.1.07)

Players partner up on side boards. One player pulls other across ice using two hockey sticks, blades down. Alternate players on return trip. Focus on glider's stance and feet shoulder width apart, blades flat on the ice (not on inside edges). Repeat gliding on one skate. Go slow and safe! Repeat but glider zig-zags on 2 feet. Repeat but glider zig-zags on 1 foot then the other foot.

3. FIGURE 8'S - INSIDE EDGE (1.2.01)

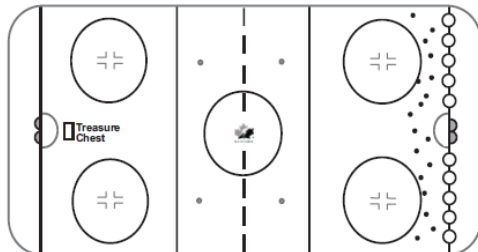
Review and demonstrate key points. Players ride inside edge in a figure 8 pattern. Start on right skate and ride inside edge until the player has completed a full circle, then switch to left skate to complete figure 8 formation. Emphasize proper knee bend and upper body control.



10 MIN FUN GAME

STEAL THE TREASURE

Box, crate or bucket (treasure chest) placed at one end. All pucks (treasure) at players' end. Players must pick up a puck skate to other end and place in crate (steal the pirate's treasure). Coaches (pirates) try to tag players. If tagged players must drop puck and go get another. Players must leave gloves on for safety.



INITIATION PROGRAM PRACTICE PLAN

2 OF 2

PHASE: I

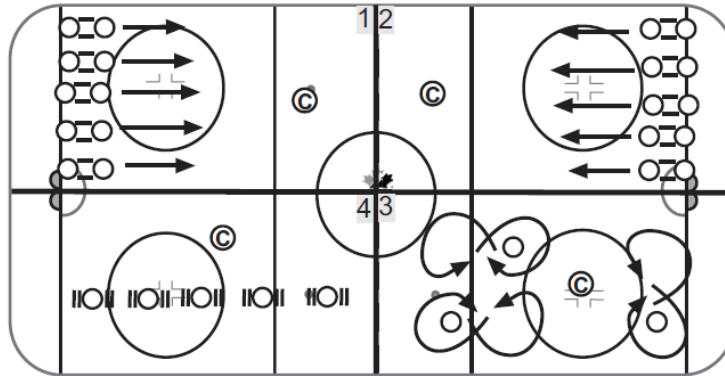
LESSON: 6

DURATION: 60

Do not forget to incorporate the Warm-up session prior to introducing your skill stations and the fun game at the end of your practice from the previous page.
 Additional ice stations: You may choose either Option 1: Skill Stations #1 plus Skill Stations #2, Option 2: Skills Stations #2 repeated 3 times or Option 3: Skill Stations #3 only

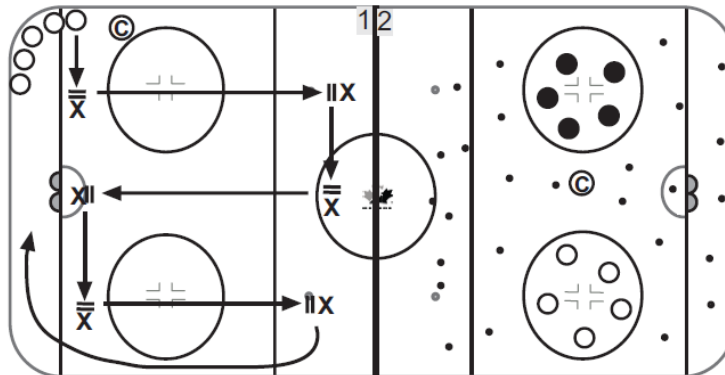
SKILL STATIONS #1 - 4 STATION SETUP

1. HORSE AND BUGGY (1.3.06/1.4.04)
2. HORSE AND BUGGY (1.1.06/1.1.07)
3. FIGURE 8'S - INSIDE EDGE (1.2.01)
4. LATERAL MOVEMENT (1.1.11)



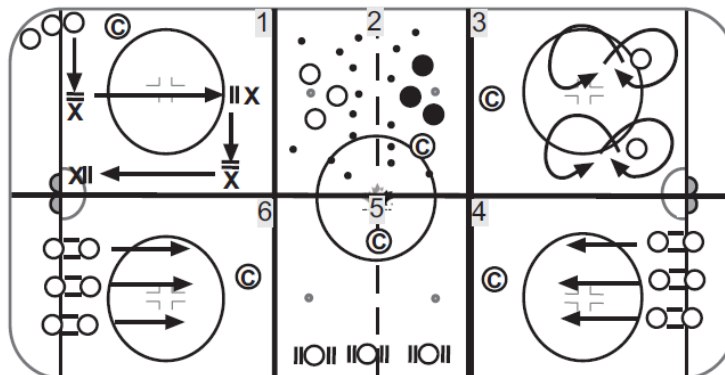
SKILL STATIONS #2 - 2 STATION SETUP

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
2. GARBAGE MAN



SKILL STATIONS #3 - 6 STATION SETUP

1. ONE O'CLOCK - ELEVEN O'CLOCK STOP (1.3.06)
2. GARBAGE MAN
3. FIGURE 8'S - INSIDE EDGE (1.2.01)
4. HORSE AND BUGGY (1.3.06/1.4.04)
5. LATERAL MOVEMENT (1.1.11)
6. HORSE AND BUGGY (1.1.06/1.1.07)



SECTION 5: ADMINISTRATORS AND INSTRUCTORS

A. ADMINISTRATORS

One or two administrators/facilitators are required to oversee the Learn to Play Program.

Administrator responsibilities include:

- Work with the minor hockey association's Executive Board to have the Learn to Play Program approved and sanctioned within the association through a general commitment.
- Prepare a preliminary budget for review and adoption by the minor hockey association's board. This budget may contain estimates for expenditures and revenues for:
 - ice rental
 - equipment (light weight 4-oz pucks, pylons, wiffle and tennis balls, spray paint, rink dividers, instructor warm-up suits, whistles, etc.)
 - supplies (paper, pens, envelopes, binders, lesson manuals, etc.)
 - training fees (to conduct instructor training sessions)
 - room rentals (to conduct meetings)
 - promotion supplies (posters, photocopying, pamphlets, VHS tapes)
 - advertising (in local media vehicles)
 - first aid supplies and kits
 - instructor recognition (certificates, etc.)
 - sponsorship
- Preparation of a preliminary ice schedule for six ice sessions
- Secure appropriate ice time in conjunction with the minor hockey association
- Preparation and implementation of recruitment procedures for participants, instructors and head instructors
- Co-ordinate the registration of participants
- Assist in the selection and training of the lead instructor and all support instructors

- Co-ordinate the scheduling of the Instructor Clinic in conjunction with the minor hockey association. This component may include such items as the date of the clinic, location, time frames, fees, rentals (room, audio-visual, etc.), availability of instructional material, etc.

B. INSTRUCTORS

All Instructors will receive training in Hockey Canada's Learn to Play Program. A ratio of 1 instructor per 5 players would be ideal. Therefore with 45 participants on the ice, 10 instructors would be required although more can be utilized. Each grouping would have 1 lead on-ice lead instructor with 1 or 2 instructors in support.

Ice sessions require the following complement of instructors:

- ❖ 1 head (lead) instructor – managing the entire ice session
- ❖ up to 5 lead instructors - small group leads
- ❖ up to 5 instructors – support the small group leads

Instructor responsibilities would include:

- ❖ Facilitate the on-ice activities to the Learn to Play groups
- ❖ Arrive at the ice rink approximately 30 minutes prior to the ice session
- ❖ Exemplify fair play, sportsmanship and co-operation
- ❖ Provide leadership in a manner that motivates and challenges the participants while respecting each individual
- ❖ Demonstrate effective leadership on and off the ice, for example, providing effective feedback to the participants
- ❖ Demonstrate necessary risk management skills at all times by assisting the head instructor with the arena safety checklist at each ice session
- ❖ Ensure on-ice schedule is respected
- ❖ Respect players' self-discovery of fundamental skills and where necessary provide guided discovery
- ❖ Co-ordinate the orderly entrance and exit to/from the ice surface by the participants
- ❖ Utilize the appropriate equipment for the ice session lesson plans; and picking up all equipment prior to leaving the ice surface
- ❖ Willingness to learn and be mentored as a hockey instructor/coach

C. TRAINING

- All on-ice instructors will receive training in Hockey Canada's Learn to Play Program. This will be coordinated between the program administrator and the appropriate Hockey Canada staff person.
- All personnel involved will also be required complete the Respect in Sport Activity Leader Program.
- All personnel will be required to adhere to the MHA's document screening process

D. EVALUATION

Evaluation of the 'First Shift' Learn to Play Program by instructors, parents and players should be done on an on-going basis with respect to improving the experience of all involved. Ways in which the program can be evaluated are through such tools as written questionnaire/surveys, interviews and general observations.

Hockey Canada appreciates all feedback on the program and information can be forwarded to:

Ludovic Lord, Manager Recruitment Initiatives
Hockey Canada
Phone: 514.925-2241
E-mail: llord@hockeycanada.ca

Section 6: PARENT EDUCATION

Information sessions should be held for parents with children participating in the Learn to Play Program.

A minimum of two meetings during the six-week program can be held in order to review the following information:

- A. Provide parents with information on the Learn to Play and Initiation Programs. See Appendix “B” for a sample of an agenda for a Parent meeting

- B. Provide a Parent Education Seminar on the development of children through sport and the opportunities for development in minor hockey. There is a wealth of information available on the Hockey Canada website including a program designed by Hockey Canada called, “Chevrolet Safe and Fun Hockey”. All these resources provide parents with Education Guides and video resource material at no charge. For more information go to the following link:

<http://www.hockeycanada.ca/en-ca/Hockey-Programs/Parents.aspx>

APPENDIX A

INTENDED LEARNING OUTCOMES FOR THE LEARN TO PLAY PROGRAM

- ❖ Familiarity with all hockey equipment
- ❖ Familiarity with playing surface
 - 3 zones
 - Players' benches
 - Time keepers box
 - Exit ice doors
 - Zamboni door
 - goal line, blue line, center red line, goalie's crease
 - Safety on ice
- ❖ Familiarity with role and function of the instructional staff
- ❖ Familiarity with dressing rooms
 - Safety
 - Cleanliness
- ❖ Familiarity with role and function of Zamboni Machine
- ❖ Understand the role and responsibility of parents in hockey
- ❖ Learn cooperation and develop social skills with other participants
- ❖ Develop confidence on the playing surface and with puck
- ❖ Develop respect for self, fellow participants, and program leaders
- ❖ Understand the key skills to develop throughout hockey
- ❖ Develop spatial awareness on ice
- ❖ Develop Agility, Balance and Coordination on skates
- ❖ Allow parents to be hands-on with their children through the discovery of all aspects of the game of hockey
- ❖ Develop an appreciation for the history of the game

ACTIVITIES: additional learning can be developed through . . .

- ❖ Variety of on-ice experiences
- ❖ Variety of off-ice experiences that include
- ❖ Attend a Junior, NHL or University level game
- ❖ Attend a practice of a Junior, NHL or University level game
- ❖ Hockey theme related events and functions
- ❖ Presentations/appearances from special guests

APPENDIX B

“The Canadian Tire First Shift”
Parent Orientation Session – 45 minutes

5 min.

1. Introduction
 - Welcome
 - Introductions of program leaders
 - Objective of Meeting

10 min.

2. Program Overview
 - What is “Starter Hockey”
 - Learn to Play explained (philosophy/objectives)
 - Initiation Program explained (philosophy/objectives)

10 min.

3. Learn to Play
 - Sessional Plans
 - On-ice Session format
 - Off-ice Session format
 - Program philosophy and format

10 min.

4. Initiation Program
 - Seasonal Plan
 - On-ice Session format
 - Off-ice Session format

5 min.

5. Parent Education Seminar
 - Who, When, Where and Why
 - Seminar Objectives

5 min.

6. Other
 - Saturday, October 6 start date for Starter Hockey
 - Role a Safety People
 - Role of the Lead Instructors
 - Role of instructors
 - Question and answer period

BAUER



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BAUER

