



PowerSkate

RESOURCE GUIDE



ACKNOWLEDGMENTS

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CHAPTER 1: INTRODUCTION AND LONG-TERM DEVELOPMENT



01. INTRODUCTION AND LONG-TERM DEVELOPMENT

INTRODUCTION

Implemented by Skate Canada in 1986 to focus on skating development for ice sports outside of figure skating, the PowerSkate program was designed to assist the development of both hockey and ringette skaters. The program expanded in 2002 and has been revised in 2018 to meet the following criteria:

- Align with Long-Term Development (LTD; including Skate Canada, Hockey Canada and Ringette Canada). PowerSkate fits into the Learn to Train stage of LTD.
- Be a transition and retention tool for Skate Canada clubs and skating schools, serving as a progression from CanSkate into a hockey/ringette related program.
- Focus on the development of quality technique of skating skills needed for hockey/ringette.
- Be inclusive: including goalies, athletes with a disability (including sledge skaters), adult and other skaters.
- Be Canada's only nationally regulated NCCP Instructional Stream power skating program, taught by trained and certified coaches.

ABOUT POWERSKATE

The PowerSkate program has been designed to focus on the development of 15 basic skill sets divided into three fundamental areas: Balance, Control and Agility. Recognizing that skating is a foundational skill for hockey and ringette, this program allows for the opportunity to focus on skating outside of the game or practice. The program is designed to allow flexibility for progression or an increase in intensity as needed, to cater to the level of skaters in the program. Participants will be assessed based on a continuum of development that will indicate skills at an early, moderate or advanced stage of development. Teaching and developing the proper skating technique is the main focus of this program.

It is important to recognize that the PowerSkate program is not a learn to skate program. All PowerSkate skaters must have achieved Stage 4 of the CanSkate program as a pre-requisite for the PowerSkate program or equivalent.

CANSKATE:

CanSkate is Skate Canada's flagship learn to skate program that has been designed to address the development of skating skills in preparation for all





ice sports. CanSkate can be customized to meet the needs of skaters preparing for hockey or ringette in a type of “Hockey CanSkate” or “Pre-Power” type programming. Any club who wishes to offer a “Pre-Power” type program must consult the Modified Delivery Options in the CanSkate Resource Guide and abide by the Delivery Standards associated with that option.

POWERSKATE & LONG-TERM DEVELOPMENT (LTD) ALIGNMENT

- The PowerSkate program has been aligned with LTD philosophies to accompany Hockey Canada and Ringette Canada’s programming at the Learn to Play and Learn to Train Stage of LTD.
- PowerSkate ideally incorporates skaters/players at the “Golden Age of Learning” (ages 9-12) to enhance their skating ability by teaching technique and efficiency, for quality execution.
- Skating is a physical literacy skill that is required for ice sports. Prior to playing hockey or ringette, players should have acquired basic skating skills. The PowerSkate program does not serve as a learn to skate program. All skaters requiring a learn to skate program should be referred to our CanSkate program.
- The PowerSkate curriculum was designed as a transitional program advancing from the CanSkate program. It specifically focuses on skating skills that are essential for the games of hockey and ringette. It is recommended that players entering PowerSkate have achieved minimum Stage 4 in CanSkate (or equivalent). However, completion of Stage 6 CanSkate is ideal for development.





HOCKEY: SKATING SKILL DEVELOPMENT PATHWAY

HOCKEY CANADA LTD STAGES & AGE GROUPINGS	STAGES OF TRAINING	SKATING PROGRAMS
Discover/Active Start 0-4 Years	<ul style="list-style-type: none"> • Introduce Skills • Physical Literacy • Learning to Skate 	 CanSkate
FUNdamentals 1 U7	<ul style="list-style-type: none"> • Introduce Skills • Physical Literacy • Learning to Skate 	
FUNdamentals 2 U9	<ul style="list-style-type: none"> • Introduce Skills • Learning to Skate • Skating to Play 	
Learn to Play F 8-9/M 9-10 years U11	<ul style="list-style-type: none"> • Develop Skills • Skating for Hockey Basics 	 PowerSkate
Learn to Train F 10-11/M 11-12 years U13	<ul style="list-style-type: none"> • Develop Skills • Skating for Hockey Basics 	
Train to Train F 11-15/M 12-16 years U15	<ul style="list-style-type: none"> • Develop Skills • Increased Hockey Specific Skating 	
Train to Compete F 16-18/M 16-17 years U18	<ul style="list-style-type: none"> • Refine Skills • Individual Skating Mechanics • Game-situation Skating • Enhancement and Repetition 	Advanced Technical Power Skating Instruction
Train to Win F 18-22/M18-20	<ul style="list-style-type: none"> • Refine Skills • Individual Skating Mechanics • Game-situation Skating • Enhancement and Repetition 	
Train to Excel F 22+ / M 21+	<ul style="list-style-type: none"> • Refine Skills • Individual Skating Mechanics • Game-situation Skating • Enhancement and Repetition 	Elite Technical Power Skating Instruction



RINGETTE: SKATING SKILL DEVELOPMENT PATHWAY

RINGETTE CANADA LTAD STAGES & AGE GROUPINGS	STAGES OF TRAINING	SKATING PROGRAMS
Watch me Start / Active Start U7	<ul style="list-style-type: none"> Introduce Skills Physical Literacy Learning to Skate 	 CanSkate
I am Skating / Fundamentals U9, U10	<ul style="list-style-type: none"> Introduce Skills Physical Literacy Learning to Play 	
I am Playing / Learn to Train U12	<ul style="list-style-type: none"> Develop Skills Skating for Ringette Basics 	 PowerSkate
I am on the Team / Train to Train U14, U16	<ul style="list-style-type: none"> Develop Skills Skating for Ringette Basics 	
I am a Competitor / Train to Compete 18+, U19	<ul style="list-style-type: none"> Develop Skills Individual Ringette specific Skating skills Refine skills Individual Skating Mechanics 	Advanced Technical Power Skating Instruction
I am Exceeding my Limits / Learn to Win 19+ U20 (CWG)	<ul style="list-style-type: none"> Refine Skills Individual Skating Mechanics Game-situation Skating Enhancement and Repetition 	Elite Technical Power Skating Instruction
I am a Champion / Train to Win 18+ (Team Canada and NRL) 19+ (I am Ringette/Active4Life)	<ul style="list-style-type: none"> Refine Skills Individual Skating Mechanics Game-situation Skating Enhancement and Repetition 	

SKILL EXECUTION PATHWAY PHILOSOPHY

The proper development of a hockey/ringette player will follow a skill execution pathway. For optimal development, this pathway must be used to build a strong foundation for players to apply the PowerSkate skills to game situations.

The following list outlines appropriate steps for sport-specific skill development. The PowerSkate program focuses on the development of steps one through four, providing some opportunity to explore step five. It is very important that players acquire skating skills in this order to ensure a strong, efficient foundation for other aspects of the game including stick handling, shooting, strategic game play etc.

1. Correct technique.
2. Correct technique, with speed.
3. Correct technique, with pucks/rings.
4. Correct technique, with speed, with pucks/rings.
5. Correct technique with speed, with pucks/rings, under stress (game like situations)



CHAPTER 2: PLANNING & PREPARATION



02. PLANNING AND PREPARATION

PROGRAM AT A GLANCE

15 essential skills identified for hockey and ringette proficiency have been organized into three fundamental areas:

Balance: Forward skills.

Control: Backward skills and stops.

Agility: Turning/pivoting skills, and starts.

BALANCE	CONTROL	AGILITY
Stance	Stops	Slaloms
Forward Stride	Backward Stride	Tight Turns
Forward Edges	Backward Edges	Eagle and C-Step Turns
Forward Crossovers	Backward Crossovers	Reverse Pivot Turns
Forward Lateral Movement	Backward Lateral Movement	Starts

DELIVERY STANDARDS

Requirements	<p>At least one Skate Canada NCCP PowerSkate coach on the ice at all times (in-training, trained or certified), who is registered and in good standing.</p> <p>All coaches and program assistants (PAs) must be in hockey skates or a sled (sledge hockey) and use hockey/ringette stick and gloves.</p> <p>A CSA approved hockey helmet required for all participants. Participants must be in hockey skates or sled and use of hockey/ringette sticks and gloves.</p> <p>All PAs on the ice must be wearing skates or in a sled and be registered with Skate Canada.</p> <p>Operate and deliver the PowerSkate program in accordance with the minimum delivery standards identified by Skate Canada.</p>	
	Minimum Delivery Standards	Advanced Delivery Standards
Ratio	Minimum 1:30 coach to skater ratio. PAs recommended.	1:10 coach to skater ratio.
Movement	Minimum 90% movement during the entire session.	<p>Greater than 90% movement throughout the session.</p> <p>Note: skaters receiving one on one individual attention do not affect movement percentage, if the rest of the group is moving.</p>



Music		Age appropriate music for the session that is fun, energizing and contains signals to indicate session segment changes, e.g. Fast Track laps and station rotation.
Teaching Aids	Use of teaching aids at each station (minimum of marker/signs and pylons)	Use of a variety of teaching aids that engages the skaters learning and interest.
Program Assistants (PAs)	Use PAs as required to meet minimum ratio.	Assign a PAs to each group for supervision and assistance. Use additional PAs as required to offer an effective and efficient program.
Program Assistant Training	Ensure PAs are trained before assisting on the ice with a minimum of one training.	Offer multiple training sessions throughout the season to engage, support and monitor development of the PA.
Session Format: Warm Up	Use of full ice. Include forward and backward skating in both directions.	All minimum standards plus: <ul style="list-style-type: none"> • Inclusion of deep bends. • Evidence of increased heart rate in participants.
Session Format: Lesson Time	A minimum of 30 minutes of lesson time including: <ul style="list-style-type: none"> • Three rotations to different learning stations. • Use of circuits to teach and practice skills. • A minimum 10-minute lesson to each group by a NCCP PowerSkate coach. 	All minimum standards plus: <ul style="list-style-type: none"> • Use of circuits designed to fill 1/3 of ice, maximizing ice coverage or adapting the circuits to fill ½ or the full ice surface.
Session Format: Development Time	Use of Development Time to enhance skills and speed.	All minimum standards plus: <ul style="list-style-type: none"> • Evidence of “challenge” skills. • Use of continuous lanes or similar.
Session Format: Cool Down	Evidence of gliding stretches to increase range of motion and lower heart rate, for example: toe touch while gliding (hamstring stretch).	All minimum standards plus: <ul style="list-style-type: none"> • Use of continuous lanes or similar pattern to increase range of motion and balance. • Use of slower music to support lowered heart rate.



Quality Coaching	Coach ensures that each skater in the lesson receives one on one attention on the circuit during the lesson time. Coaches know and teach the standards of the skills as per the PowerSkate Resource Guide and videos.	All minimum standards, plus: <ul style="list-style-type: none"> • Coach gives each skater: • Individual feedback • Individual corrections • Individual challenges based on their level of development within their lesson and circuit, without stopping the entire group
Branding and Marketing	Must advertise and refer to the program as PowerSkate and use the official PowerSkate logo. Use the official Skate Canada PowerSkate report card (minimum one per session).	All minimum standards plus: <ul style="list-style-type: none"> • Use ALL Skate Canada PowerSkate tools and promotional materials.
Parent Information Session	Offer a minimum of one parent information or interaction session per season. Offer a written source of information about the program and other club opportunities (Info letter, website, bulletin board, etc).	Offer multiple opportunities for parents to connect with CanSkate Coordinators and/or coaches. This could include but is not limited to: <ul style="list-style-type: none"> • In-person information session. • In-person progress update opportunities. • In-person “next steps” touch base to guide skaters into next appropriate program (CPS, Figure Skating etc). Offer several written sources of information about the program and other club opportunities (info letter, website, bulletin board, etc).
Awards	Use official Skate Canada badges and award them at the end of each season. Maintain records of the skater’s progress.	All minimum standards plus: <ul style="list-style-type: none"> • Track and maintain records of skater’s progress digitally.
Off Ice Classes		Offer off ice classes to increase physical literacy, awareness and coordination.
Maximum number of skaters per session	The number of skaters on a session must allow for the following: <ul style="list-style-type: none"> • Promote a safe environment. • Ensure all skaters have enough room to move freely around the ice and circuits. • An organized flow of rotation. • Proper coach/skater ratios. • Ideally sessions should not exceed 30 skaters. Clubs or skating schools who wish to offer programs with more than 30 skaters must receive Section permission.	



THE PROGRAM FORMAT

The PowerSkate program is organized into a 10-session delivery format (50 – 60 mins per session).

The program allows all 15 skills to be covered in a comprehensive delivery format, focusing on quality technique development.

Coaches and clubs/skating schools can customize their program length and delivery to meet their needs, provided the Delivery Standards for the program are met.

Depending on the club's needs, the program can be offered to accommodate all levels in one session or the levels may be split, and the club may offer a variety of sessions.

PROGRAM DELIVERY FORMAT EXAMPLES:

- A full 10-week format
 - » 1 full session per week
- A 5-week bi-weekly format
 - » 2 full sessions per week
- A 2-week full camp
 - » 1 session per day for 2 consecutive weeks
- Week 1: Monday to Friday one session per day
- Week 2: Monday to Friday one session per day

Session	Warm-Up (5-7 mins)	Lesson Time			Developments Time (10 mins)	Cool-Down (3-5 mins)
		Balance (10 mins)	Control (10 mins)	Agility (10 mins)		
1	Warm Up	Stance	Stops	Slalom	SPEED	Cool Down
2	Warm Up	Forward Stride	Backward Stride	Tight Turns	Resistance	Cool Down
3	Warm Up	Forward Edges	Backward Edges	Eagle + C-Step	Stride	Cool Down
4	Warm Up	Forward Crossovers	Backward Crossovers	Reverse Pivot Turns	Slaloms + Edges	Cool Down
5	Warm Up	Forward Lateral	Backward Lateral	Starts	SPEED	Cool Down
6	Warm Up	Challenge Day			Stops + Starts	Cool Down
7	Warm Up	Forward Edges	Backward Edges	Slalom + Tight Turns + Eagle + C-Step	Crossovers	Cool Down
8	Warm Up	Forward Stride	Backward Stride	Reverse Pivot Turns	Turns	Cool Down
9	Warm Up	Forward Crossovers + Forward Lateral	Backward Crossovers + Backward Lateral	Stops Starts	Resistance	Cool Down
10	Warm Up	Review			SPEED	Cool Down

DELIVERY OPTIONS

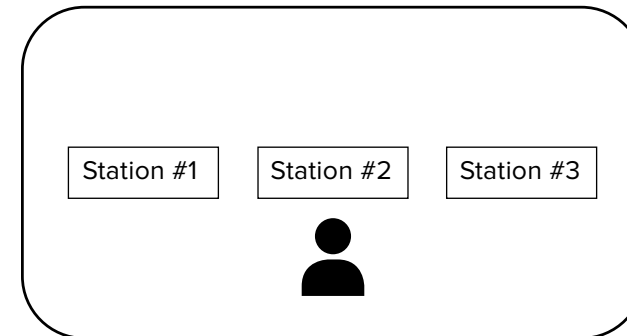
PowerSkate has been designed to be delivered with 1, 2 or 3 coaches.

ONE COACH

Coach will lead all activities for the entire session.

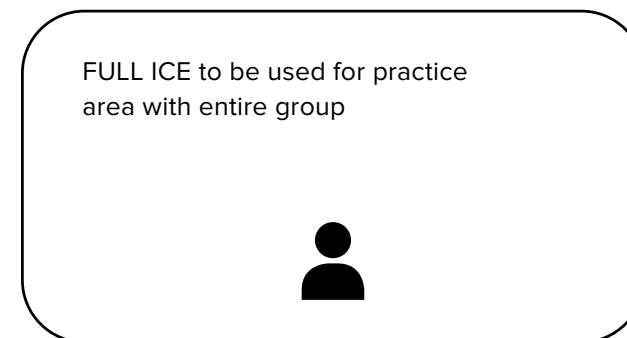
During the Teaching and Learning segment the coach may use one of the following options:

OPTION 1: One Coach – Three work stations (3 x 10-minute lessons)



In this scenario, the coach will teach in a 3-station format and keep the entire group for the whole session. In this scenario the coach will rotate with the group from station to station and teach Balance, Agility and Control in a focused space. The coach can set up each circuit or drill prior to the start of the session or utilize PAs to set up the circuits during lesson time. Between each lesson, it is strongly advised to send the skaters around the Fast Track to allow for a speed and power opportunity, as well as give the coach time to organize the next lesson.

OPTION 2: One Coach – Full ice work area (3 x 10-minute lessons)



In this scenario, the coach will teach the lesson to the entire group and organize the practice area to cover the full ice, or a large portion of the ice. All the skaters will practice the skill on the same circuit or drill area. The coach will then visit each skater during the practice time to provide feedback and corrections. This process would be repeated every

10-minutes to cover all three lesson topics assigned to the session.

Continue to use the Fast Track between lesson topics to provide an opportunity for power and speed development, as well as give the coach time to organize for the next lesson topic.

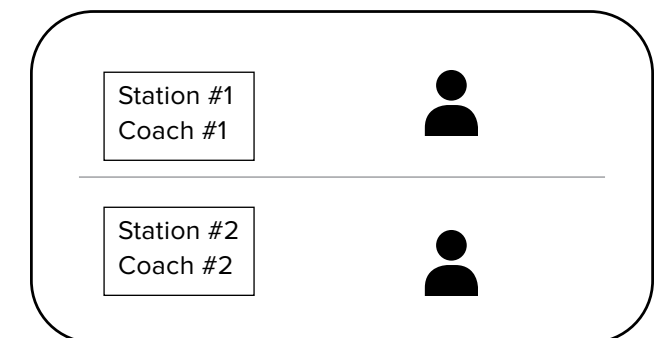
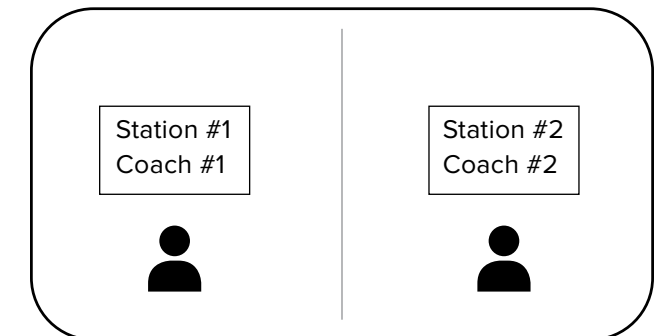
TWO COACHES

Coaches will assign themselves different duties throughout the session. For example:

One will lead the warm up, while the other sets up the practice areas for the first lesson topic.

During the teaching and learning segment, the coach may use a Two Station format or a One group format or a combination of both.

OPTION 1: Two Coaches - Two Stations (3 x 10-minute lessons)



In this scenario, the players will be split into two groups. The coaches will assign the fundamental areas amongst themselves. For example, Coach 1 will teach Balance, Coach 2 will teach Control, Coach 1 and 2 will both teach Agility at their respective stations. Players will rotate between the two stations every 10-minutes and each group will see one coach twice. The ice can be divided widthwise or lengthwise.

At each station, the coach will teach the skill and then work with their skaters on the assigned drill or circuit. The coach would then visit each skater to





provide feedback and corrections. It is important to ensure that EVERY SKATER receives attention during the practice time.

OPTION 2: Two Coaches - Full ice work area (3 x 10-minute lessons)

In this scenario, one coach will teach the lesson to the entire group and organize the practice area to cover the full ice. Both coaches will then visit and monitor the skaters during the practice time to provide feedback and corrections. This process would be repeated every 10 minutes to cover all three lesson topics assigned to the session.

Continue to use the Fast Track between lesson topics to provide an opportunity for power and speed development, as well as give the coach time to organize for the next lesson topic.

OPTION 3: Two Coaches – Combination of Station and Full ice format (3 x 10-minute lessons)

In this scenario, the players will be split into two groups for the first two fundamental areas and will use full ice for the last fundamental. For example: Coach 1 will teach Balance in station format, Coach 2 will coach Control in station format, then the group will come together for the last lesson and Coach 1 and Coach 2 will deliver the Agility lesson using full ice (multiple different options for this format). The ice can be split widthwise or lengthwise.

THREE COACHES

Coaches will assign themselves different duties throughout the session. For example:

One will lead the warm up, while the other two coaches set up their station areas.

In this scenario, the skaters will be divided into three groups. After the warm up, each group will start in a different station. Each station will be manned by a coach and be assigned a learning area: Balance, Agility or Control with a designated skill to be taught at each station.

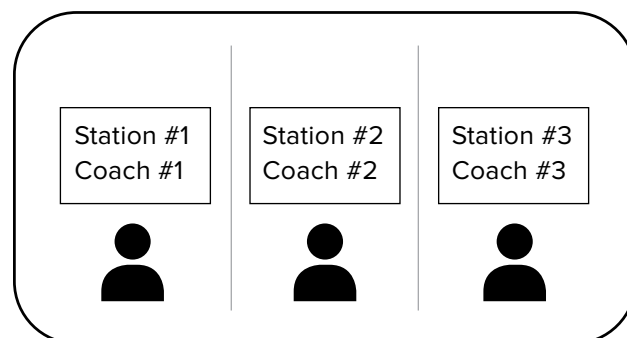
Each coach will teach a 10-minute lesson on their designated skill and practice the skills with a circuit or drill accordingly. During the practice time of the lesson period, the coach will provide feedback and corrections to each skater in their group.

At the 10-minute mark, skaters will be instructed to skate a few laps in the Fast Track before rotating to a new station. Each coach will stay at their designated station and teach their skill to each group during their rotation.

For example:

	Coach 1 (Balance or Skill #1)	Coach 2 (Agility or Skill #2)	Coach 3 (Control or Skill #3)
1st Rotation	Group 1	Group 3	Group 2
2nd Rotation	Group 2	Group 1	Group 3
3rd Rotation	Group 3	Group 2	Group 1

OPTION 1: Three Coaches- Three Stations (3 x 10 min lesson rotations)



POWERSKATE DELIVERY TEAM

The **TEAM** consists of the PowerSkate coach(es), program assistants (PAs) and the PowerSkate coordinator. The following are their roles:

NCCP POWERSKATE IN-TRAINING, TRAINED OR CERTIFIED COACH

The PowerSkate Coach is an individual whose status in the National Coach Certification Program (NCCP) is PowerSkate coach in-training, trained or higher and who has completed the most recent updates as required by Skate Canada. Coaches who have taken Skate Canada's PowerSkate course prior to 2018 (when the course was not an NCCP course) will also be recognized as eligible to coach the program, providing they have completed updates as required by Skate Canada. All PowerSkate coaches must be registered Skate Canada Coaches and maintain an "in good standing" status while coaching the program.



ROLES AND RESPONSIBILITIES OF A POWERSKATE COACH:

- Adhere to delivery standards of the PowerSkate program.
- Deliver all on-ice sessions.
- Organize groupings and program assistants for on-ice delivery.
- Ensure all participants are wearing/have proper equipment for the session.
- Teach all skills using progressions and proper technique.
- Provide the music playlist for the session (optional).
- Assess skills based on the continuum of development and skill standards.
- Train, supervise and evaluate program assistants.
- Lead parent engagement sessions.

PROGRAM ASSISTANT (PA)

PAs are individuals who have been trained by the PowerSkate coach to assist in the delivery of the PowerSkate program. They may vary in age and background (figure skating, hockey, ringette). They must have adequate skating skills and knowledge to be of service. Roles assigned to each PA must be appropriate for his or her age and ability.

ROLES AND RESPONSIBILITIES OF A POWERSKATE PA:

- Assist or lead warm-ups, group activities or cool-downs.
- Lead drills and rotations.
- Assist with the set-up of drills and/or stations.
- Provide assistance to skaters.
- Take attendance.
- Time speed drills.
- Provide general assistance to the coaches on the session.

- Provide encouragement and general feedback to skaters.
- May assist with tracking of skill acquisition.

POWERSKATE COORDINATOR

The Coordinator is responsible for the administration details of PowerSkate. They may be a volunteer or a paid staff who may or may not be a coach.

ROLES AND RESPONSIBILITIES OF A POWERSKATE COORDINATOR:

- Ensure coach has completed appropriate training and is a registered coach in good standing with Skate Canada.
- Organize registration for the program.
- Collect data from registration and place skaters into groups as per the session format indicated by the coach.
- Ensure there is stock on hand of supplies, teaching aids and props.
- Work with the PowerSkate coach to ensure proper delivery of the program and ensure delivery standards are met.
- Assist with any materials needed for PA training
- Coordinate and assist with grouping, name tags and possibly record-keeping.
- Ensure parent engagement sessions are scheduled; assist with set-up as required.



CHAPTER 3: TEACHING AND LEARNING



03. TEACHING AND LEARNING

COACHING POWERSKATE

Teaching a PowerSkate program can be a very rewarding experience for the coach who wants to help skaters improve their hockey and ringette games. The success of the coach will depend a lot on their knowledge, organization and attitudes. The coach's approach should be disciplined and they should be in control of the group. Sessions should be productive and fast paced with no time wasted. The coach should:

- Gain control and confidence of the group immediately.
- Be clear and straightforward in explanations.
- Use all of the ice available for the lesson.
- Use time wisely.
- Teach lessons suitable to the skaters' abilities.
- Provide individual and group feedback.
- Consider "safety first" at all times.

Qualities of a Good Coach	Qualities of a Good Leader
<ul style="list-style-type: none"> • Consider "safety first" at all times. • Knows the subject well. • Is dedicated and enthusiastic. • Is interested in the skaters. • Is creative and makes learning fun. • Is patient, understanding and impartial. • Can instill respect and confidence. • Expresses objectives clearly. • Is flexible. 	<ul style="list-style-type: none"> • Wants to help others reach their goals. • Is fair, impartial, patient, tolerant, dependable, punctual, courteous, cheerful, enthusiastic, motivating. • Praises good work and effort. • Is imaginative. • Is knowledgeable. • Respects the opinion of others. • Is well organized. • Takes responsibility. • Is decisive and makes decisions based on rational, sound judgments. • Gets along well with people of all ages.



TEACHING AND LEARNING

The PowerSkate coach should understand the basic principles of teaching and learning. Teaching is the imparting of knowledge or skills from one person to another. Learning is the receiving of this knowledge. A skater learns through sight, sound, touch, memory and reason.

Teaching a child, therefore, requires good demonstrations and simple explanations. The skater must know what is required before he or she can concentrate on doing something.

Learning does not end with merely knowing “how”. After the rationale process has been understood, the muscular and nervous systems must perform it. To do this will require practice. Practice transfers the control from the conscious to the sympathetic nervous system. Practice is crucial to learning a skill and it must be done correctly, or the skater will develop bad habits. In skating, practice must continue until the correct movements become natural.

Each individual has their own rate of learning. Skaters who take longer to acquire a skill must not be pushed beyond their capabilities or they may become careless, frustrated and develop incorrect habits. Similarly, if a high achiever is held back, they may lose interest in the activity and learned skills may deteriorate.

Learning is a building process. Therefore, the basics must be mastered first before progressing to the next skill in the building progression.

EFFECTIVE GROUP STRATEGIES

Teaching a group is much different than teaching on a one to one basis. A coach, who is good at one, may not necessarily be good at the other. There are some basic principles to effective group instruction:

Communicate well

- Clear messaging will keep the group engaged and focused.

Understand learning and teaching theory

- A person masters a new skill by hearing it described, seeing it done and by doing it repetitively.

See each group member as an individual

- Everyone in the group is different – and everyone is special.

Be aware of the difference between groups

- A group of young children will be different than a group of adults. The coach must learn to teach to the audience they have.

Be willing to compromise

- Coaches often find it hard to accept anything less than perfection. The goals of a coach of an athlete in development are different than those of a coach with a top-level athlete. Remember, the coach is striving to make a better skater, not a perfect one.

Have goals that are realistic for the age and ability of the skaters

- A ten-year-old should not be treated as an adult. A coach will only become frustrated and will frustrate the skater if they expect too much or too little.

Establish firm discipline

- Teach the lesson material but also stress the principles of good sportsmanship.

Encourage

- A skater can quickly lose interest if they are not encouraged. Find the good in what the skater is doing, even if there are flaws. When preceding a correction by positive feedback, avoid the use of the word ‘but’. Rather than ‘your stride has improved, but your return still needs work’, say ‘your stride has improved. Let’s continue to practice the return’.

Provide motivation

- It’s important to motivate the group - they need a reason or purpose for learning a skill, to maintain their interest.

EFFECTIVE WAYS TO KEEP A GROUP CONTROLLED

A group session must be kept under control for maximum learning to take place:

- Have a challenging session plan prepared.
- Keep the skaters continuously active (90% movement).
- Have a strong (loud) voice so you can be heard.
- Limit the amount of small talk so the pace of the lesson isn’t interrupted.
- Practice and reinforce good manners.

GROUPING SKATERS

The strategy used to group skaters may be adjusted from week to week. Regardless of grouping strategy used, continue to push the development of each skater to their potential every lesson.

Grouping Strategies:

- Age
- Level
- Random (First names starting with A – L & M – Z, sort by height, favourite movies, etc)

TEACHING VARIATIONS FOR DIFFERENT TARGET GROUPS

The PowerSkate Program can be used for many different age or target groups. The most common groups coaches will encounter are players from the between 9-12 years old in the Learn to Train Stage of Long-Term Development.

Coaches must tailor the delivery of the program to suit the age group with which they are working. The general principles listed below are a reference for tailoring the program to different groups.

Coaches need to remember that regardless of age, skaters learn at their own rates. Encouraging the development of the Fundamental Areas to improve skating performance in Hockey or Ringette is the number one focus of PowerSkate. Regardless of age, the coach’s job is to present skill development in a motivating, fun and supportive way.



POWERSKATERS

- Are most likely in the school system, thus, can function in an instructional setting and take direction from a teacher and socialize in the group.
- Generally are visual learners who must watch the skill and then try it for themselves.
- Need structured sessions but also enjoy practice and review time to try out skills on their own.
- Learn at different rates — Everyone has their own rate of learning. Skaters who take longer to acquire an element must not be pushed beyond their capabilities, or they may become careless, frustrated, and develop incorrect habits. Similarly, if a skater is excelling and not being challenged, they may lose interest in the activity and learned skills may deteriorate.

ACTIVITIES

- Skaters like a general routine (e.g. parts of a session in order) but with a variety of activities.
- Most skaters enjoy action songs. Keep in mind that some older skaters may have grown out of this type of activity.
- Circuits should be designed to incorporate many practice opportunities.





- Coaches need to ensure that they are spending time with each skater to meet the individual needs present. Challenge the skaters who excel and be patient with the skaters who take longer.

TEEN AND ADULT POWERSKATERS

Their expectations from a fitness/sport program may



be high and specific. The list may include:

- Social and fitness benefits.
- Learning skills correctly and safely.
- Improving current skating skills.
- Busy, active session.
- Quality coaches.
- Well-organized program.
- Friendly, non-threatening environment.
- Affordable program and value for money.
- Positive feelings generated about oneself and a sense of belonging.
- Recognition for achievement.
- Encouragement from group members.

HOW TEENS AND ADULTS LEARN

- Skaters at this age have diverse individual abilities that vary depending on the person's entry skill level, motivation, degree of confidence and level of fitness and equipment.
- Through individual practice. Most teens or adults enjoy the opportunity to try out their new skills on their own or work with their peers, asking for assistance as required.
- Teens and adults tend to be very goal oriented. It is important for the coach to work with the adults to ensure that they set reasonable goals and work through new skills from easiest to more

difficult. Teens may have very different reasons and goals for joining the program. Expectations may be high. Work with skaters individually to set reasonable goals and benchmarks.

- Through fun activities. These are also valuable learning experiences and help the adults relax. Fun activities can be done on or off the ice.
- Through music which helps create a positive learning environment. It also helps to establish rhythm and timing in all skills that they attempt.
- Through communication with other participants. Participants learn from each other. The opportunity to socialize with others is likely a primary factor in signing up for the session.

HOW TO TEACH THE TEEN/ADULT LEARNER

- Provide a cooperative learning environment. Use group teaching, team concept and buddy systems.
- Adults are capable of reasoning out “why” and will benefit from plenty of unstructured practice time of “how.”
- Communicate assertively, honestly and directly with patience. Do not overload.
- Use music extensively to make the practice interesting.
- Add plenty of adult-friendly teaching aids.
- Keep records up to date and offer “good effort” rewards.
- Give plenty of encouragement and praise. Always try to find something positive and keep a sense of humour.
- Teens and adults are capable of understanding a skill that is described in practical, technical and theoretical terms.
- Offer correct demonstrations with safety as a prime consideration.
- Technical descriptions should emphasize how rather than the outcome; remind them that perfection is not required.
- Information hand-outs or web links should be made available to provide additional guidance.
- Keep the level of enthusiasm high. Enthusiasm and a positive attitude are keys to motivation and to success.

CONSIDER THE FOLLOWING

- Teen/adult skaters may wish to assist in the planning of the session. Coaches may do a “chalk talk” in the dressing room to discuss the

plan for the session and what to accomplish that day.

- Plan well ahead (have music available, pylons ready, equipment in place) and have a clear idea of the flow and format of the program (use of ice, number of skaters, number of repetitions, time blocks and achievement goals).
- Use the off-ice time after the practice for a brief review and social time.
- Provide information of interest to the adult skater with articles on nutrition, foot care, equipment, sports psychology, adult learning, other sports, the arts, the Olympics, sporting attire and upcoming events.
- Teens and adults are interested in knowing the theoretical “why” behind the skill being taught. Alter your explanations and language to suit adult learners.
- Adults enjoy having fun, too. Choose circuits and activities that are age-appropriate. Be sensitive to their needs while being supportive, encouraging and flexible.

ADAPTIVE POWERSKATERS

Minimum program delivery standards are to be maintained, e.g. coach/skater ratio. However, depending on the nature of the disability, a one-to-one program assistant or skating volunteer may be required.

Certain aspects of delivery may need to be customized to suit the needs of special needs athletes, depending on their abilities. For example:

- Scheduling – shorter sessions, tailored to attention spans.
- More emphasis on individual feedback, rather than group feedback, depending on comprehension levels.
- Less individual practice time if skaters require constant guidance or supervision.
- Different teaching aids, props – use larger, easier-to-manipulate props if gross motor skills are underdeveloped or there is a visual impairment.
- Use learning activities that are simple, safe and at a level that the athlete can comprehend
- More action, less talk – skaters learn by watching and doing, so demonstrate well and keep verbal instruction to a minimum.

Seek information and training – Skate Canada coaches who are interested in working with Special Olympics or adaptive athletes are encouraged to pursue training in this area. Special Olympics Canada offers NCCP courses on Athletes with Disabilities which are general to all sports. Contact your local Special Olympic Chapter or the Coaching Association of Canada for more information. Once trained, Skate Canada coaches can then orient program assistants and volunteers at their clubs. There may also be other types of local seminars and information sessions available in the community for program assistants and volunteers.

Integration is the ultimate goal. However, not all adaptive athletes will be able to or perhaps want to participate in a fully integrated program. They may feel out of place on a regular club session due to their age, size and abilities. Therefore, creating a combination of separate and integrated groups may work well in some cases. A system where adaptive athletes start in a separate group and move into a generic group when they are ready is another option. It should also be noted that separate groups for some adaptive skaters may always be needed.



CHAPTER 4: ON-ICE DELIVERY

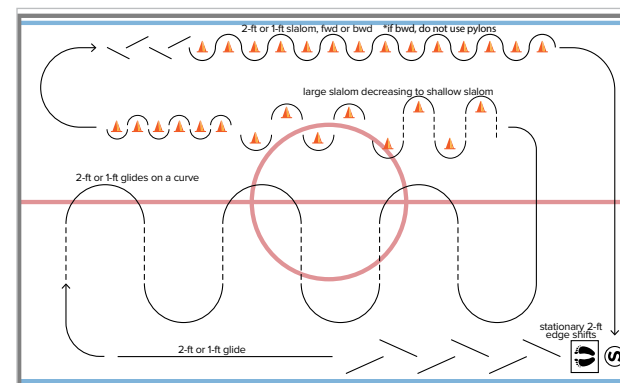


04. ON-ICE DELIVERY

TEACHING THE POWERSKATE PROGRAM ON A CIRCUIT

The delivery standards of the PowerSkate program require that lesson time be a minimum of 30 minutes per session and be taught in a circuit format.

WHAT IS A CIRCUIT?



Circuits are a tool coaches use to provide a format that allows for continuous movement to the group, as well as opportunities to work one on one with skaters. Circuits can be used to teach new skills (progression circuit) or to practice skills (practice circuit). Circuits have a start but no end, as the end of the circuit is connected to the beginning for repetition.

Circuits, like the example below may be used in full ice format or in station format.

Station circuit (blue line to blue line and full width of the ice).

CIRCUIT SET-UP

Strategies for setting up circuits include:

- Have a program assistant run the warm up to allow the coach to set up the first circuit or vice versa.
- During first lesson, ask the program assistant to start setting up the second lesson circuit in a new station.
- Use water-base markers or the Skate Canada element signs to identify skills on the circuit and direction of travel.
- For skaters at different levels, consider using a different coloured marker to indicate skills for each skill level.

CIRCUITS VS. DRILLS

Why use circuits vs. drills?

Circuits provide an opportunity for the coach to put the skaters on a pattern of skill progressions or practice that requires repetition. This encourages solid development as well as time for the coach to see each skater individually without interrupting the learning of the group.

Circuits are versatile and allow opportunity for skaters to work at their own level, as well as skate at their own speed.

CIRCUIT AREA

Take a look at the space available. Remember that most skating skills are executed on curves. Ensuring that the circuit has room to curve and allows the skaters to explore edges and lean.

Where appropriate use lines and dashes/dots on the ice. However, remember that the lines on the ice for hockey may or may not be used (depending on the rink specifics, the lines may not divide the ice into equal thirds).

The more space used, and the more ice covered, the more skating the group will do. This opens up greater opportunities to repeat and practice the skills and develop speed and edges.

To ensure the circuit area is safe and effective, consider:

- Using different coloured markers for each circuit.
- Using different types/colour of pylons.
- Have each circuit travel in opposite directions.
- Adjusting circuits to fit accordingly.

DRAWINGS/SKILL SET-UP

When drawing a skill or a pattern on the ice, it is best for coaches or PAs to do the skill and then trace the mark created by their blades. This ensures that the skaters are following a pattern that is conducive to the way their blades work.

The skater's safety must be top priority when



placing visual aids on a circuit. Backward skills should always be well-monitored if visual aids are used during that portion of the circuit.

When teaching a new skill, set up the circuit so that the simple progressions are at the beginning leading up to the actual skill (progression circuit). Be sure to place several practice opportunities of the actual skill on the circuit. For example, the skill order list for a stopping circuit may look like this:

- Start.
- Snow slide steps with right foot.
- Snow slide steps with left foot.
- Slow skating into left foot stop, repeat, repeat.
- Slow skating into right foot stop, repeat, repeat.
- Slow skating into stop with both feet, repeat, repeat.
- Fast skating into stop of skater's choice, repeat.
- Return to start.

MAINTENANCE OF CIRCUIT

As the skaters complete the circuit the following observations should be made and tended to:

- Pylons being pushed out of place by skaters misjudging speed, curve or control.
- Marker diagrams on the ice fading, getting scraped off.
- Skills being changed to meet the needs of each group level/stage.

- PAs may help maintain the circuit to keep it neat and organized.

ACCOMMODATING DIFFERENT LEVELS ON CIRCUITS

Skaters progress at their own rates and the level of proficiency within a group will vary from skill to skill. It is very important for the coach to continue challenging development and recognize when skaters need to move on to the next level of skill acquisition. To do this, coaches must be very familiar with the skill set at each stage. Tips to accommodate skaters at different levels using the same circuit include:

- Using different colour markers for challenge skills.
- Using the same section of the circuit to develop the progression of the same fundamental movement (e.g. forward stops can easily be turned into backward stops, or 2-ft side stops).
- Exposing the skaters to all skills. Having the skaters review basics of skating is essential for muscle memory and efficient skating. On the flip side having more advanced skills in a circuit can be beneficial for development to increase motivation and possibly skill acquisition.



TEACHING EFFECTIVELY ON A CIRCUIT

Circuits are a vital tool for coaches. They keep groups moving and learning during instructional periods and allow coaches to work one-on-one with skaters without disrupting or halting the group's progress. Below are some strategies for using circuits effectively:

- Lead the group through the circuit the first time around. Emphasize key points, proper technique and demonstrate the pattern of the circuit.
- Allow the PA to lead the group the next few times around to ensure that all skaters know where they are going and what skills to perform where.
- During this time, choose one area of the circuit (generally the most difficult or the key area where the skill is being taught that day) and supervise movement, monitor technique and offer encouragement. It is important to stay in this section of the circuit and work with each skater as they pass until all skaters in the group have been given feedback or corrections.
- The coach may then choose to move to a new section of the circuit or stay in that section depending on the focus of the lesson.
- If a skater needs more clarification on the technique the coach may:
 - Work with that skater on the circuit and ask the other skaters to pass around and keep the practice time moving.
 - Move the skater off the circuit and work with them one-on-one, thus not disrupting the flow of the group on the circuit.

STRATEGIES FOR COACHES TO USE WHEN TEACHING A SKILL OR WORKING ONE-ON-ONE WITH SKATERS

Demonstration

- Skaters of all ages learn by watching. When demonstrating a skill, exaggerate the main points

or focus to reinforce the proper technique. Coaches need to ensure that the PAs are also demonstrating the skill properly and exaggerating the main points.

Hands on

- Sometimes skaters need to feel the action of the skill. Coaches can assist this style of learning by moving the skater's body in the direction of the action needed for the skill. Coaches need to be very respectful when touching any skater and should always ask permission first.

NOTE: As skaters become more familiar with circuits, you will not need to lead them through the first round, unless there is new content. This will allow you to focus on teaching and correcting right away.

PROVIDING FEEDBACK/CORRECTIONS/PRAISE

The coach (and PA) must provide feedback to all skaters in their groups:

- Praise effort, improvement and focus, and recognize their hard work.
- Encourage development. Challenge them to go faster, glide longer, curve deeper.
- Remind them of the teaching points, proper technique and use key words.



CHAPTER 5: SESSION PLANS



05. SESSION PLANS

SETTING UP A SESSION

Having a detailed session plan going into a PowerSkate Session is essential for smooth delivery. Each component of the PowerSkate Session (Warm up, Lesson Time, Development Time, and Cool Down) should have a detailed plan and circuit based on the focus of the day.

WARM-UP (5-7 MINS)

- Full ice.
- Must include activities that increase the player's heart rate, activate the large muscle groups in the body and establish a good relationship between the body and the blade (lots of knee and ankle bending).
- Must include both clockwise and counter-clockwise directions, forwards and backwards skating.
- Music can be used to enhance warm-up exercises.
- Off-ice warm-ups may also be incorporated into any program.

LESSON TIME (30 MINS)

- May be taught in stations or full ice.
- Three 10-minute lessons on specific skills

identified in the session plans.

- Individual lesson plans for each skill have been created for coaches as a resource with rationale, progressions, and teaching points.
- Each lesson plan has a practice drill or circuit to compliment the focus of the lesson.
- The fast track can be used to conclude lesson time. This is a great way to allow speed and power opportunities as well as give the coach time to organize next lesson content.
- Challenge/Review days are designed to push development and challenge skill acquisition. These sessions are meant to be fun, engaging and have a strong focus on skill performance in challenging situations.

**DEVELOPMENT TIME (10 – 15 MINS)**

- Full ice.
- Speed drills.
 - » To be formally timed during the first and last session. The speed drill is included during session 5 development time as a practice opportunity.
- Incorporate PowerSkate skill in a component of fun and challenge.

COOL DOWN (3-5 MINS)

- Full ice.
- Must include activities that decrease the player's heart rate.
- Edges and balance exercises.
- Music can be used to compliment cool-down exercises.

OTHER POWERSKATE COMPONENTS

- Challenge Day
 - » This day is meant to be a fun review session that challenges the development of skills learned in the program. Please see session 6 lesson plan for Challenge Day ideas.
- Review Day
 - » Review day allows for coaches to review all the skills in the PowerSkate session. This is an

excellent time to assess any skills that need further attention or that may have been missed.

- Optional Timed Drills
 - » Optional Timed Drills are supplementary drills designed to challenge agility and speed development.
 - » These drills are not a mandatory component of the PowerSkate program. See Chapter 7 and the PowerSkate online resources for more information.

HOW TO ORGANIZE A LESSON IN POWERSKATE**KNOW**

- Your topic/skill:
 - » Read the description in the Descriptions and Standards.
 - » View the videos of the skill on YouTube (Skating Development Video Library).
 - » Review the biomechanics needed.
- The rationale for the skill:
 - » Review rationale outlined in the Session Plans.
- The area of ice you will be using and become familiar with the layout of the circuit:

- » Review the session plan and plan the circuit according to the placement in the station (note placement of blue and red lines, etc).

CHOOSE

- 2-3 main teaching points to focus on in THIS lesson. As you repeat the lessons throughout the program, you can highlight other focus's in other lessons. It is unrealistic and overwhelming to the skaters to focus on too many items in one lesson.
 - » Review Teaching Points in Session Plans.
 - » Highlight the key points to focus on during this lesson.
- The teaching aids needed for your lesson (pylons, markers, or skill signs to be used on your circuit).

DECIDE

- How to introduce your skill. Remember to:
 - » Relate to something the skaters already know.
 - » Keep the introduction short, to allow for skaters to start on the circuit quickly.
- How you will wrap up your lesson. Remember to:
 - » Highlight main teaching points to remember.
 - » Encourage or praise effort.

REMEMBER

- To provide individual feedback on the circuit, as the skaters are skating through the skills and progressions.
- To provide individual corrections that pertain specifically to the skaters' performance or ability.
- Challenge skaters who are demonstrating proficiency.
- Review basics with skaters who are struggling.
- Skaters at different levels may share the same circuit. Give specific instructions to each one and they can follow the same pattern performing the skills or progressions you have indicated.
- Use the full ice in your station. Consider adding lanes, speed or challenges based on your group level.

SESSION PLANS

Session plans have been designed and included in this resource as a tool or guide for coaches to use or adapt to their program. Each session plan will include content and format for:

- Warm up.
- Lesson time (3 lessons in total: Balance, Agility and Control).
- Development Time.
- Cool down.

Full ice is used for the warm up, development time and cool downs.

The lesson plans have been designed to fit in a "station" on the ice that covers 1/3 of the ice. The ideal placement of this circuit or lesson is identified on each plan by the location of the blue and red lines.





SESSION 1: WARM UP

Format: Continuous Lanes

Main focus: Knee and ankle bend

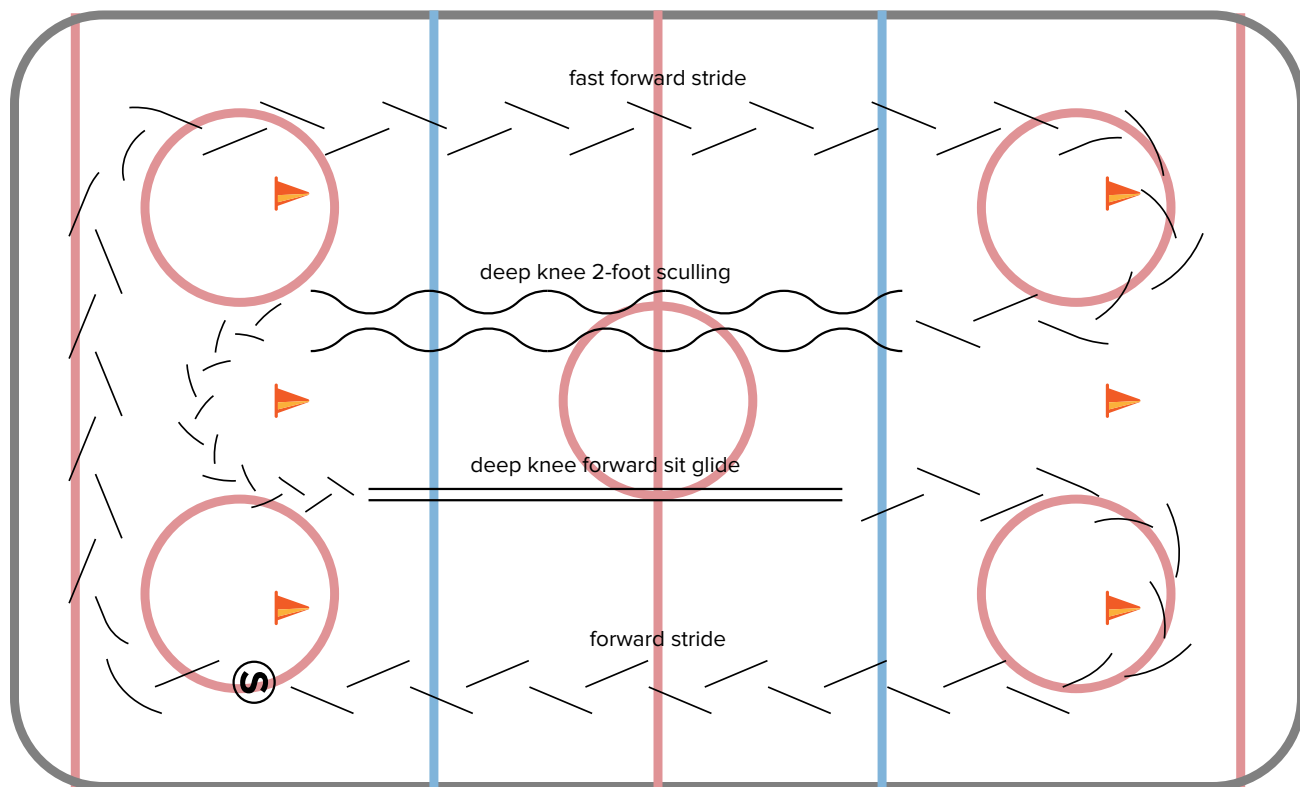
> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Slow forward stride 	<ul style="list-style-type: none"> 2-foot – deep knee sit glide 	<ul style="list-style-type: none"> Deep knee 2-foot sculling (deep knee bend, rise up, deep knee bend, rise up) 	<ul style="list-style-type: none"> Fast forward stride
<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> Same – backwards

Options:

- Have skaters go through the lanes forwards, then switch to backwards and continue to alternate for 5 mins.
- Run the skaters through the forward lanes for 2 – 3 times before switching to backwards.

Session 1: Warm up



SESSION 1: BALANCE LESSON

Skills:

- 2-foot stance (forwards and backwards)
- 1-foot stance (forwards and backwards, left and right foot)

Rationale on Development:

To develop body and positioning awareness on the balance point on the blade. This will allow for maximum stability while performing all skating skills.

Progressions

- Stationary stance
- Assisted
- 2-foot to 1-foot

Note: Coach may add a challenge by providing external force to the stance (applying pressure to the shoulders to challenge skater to maintain balance).

Teaching Points

Upper Body

- Maintain a strong core
- Head and eyes focusing forward
- Slight lean forwards with solid frame
- Forward: Shoulders knees and toes should align
- Backward: Chin aligns with knees in a slightly more upright position than forwards

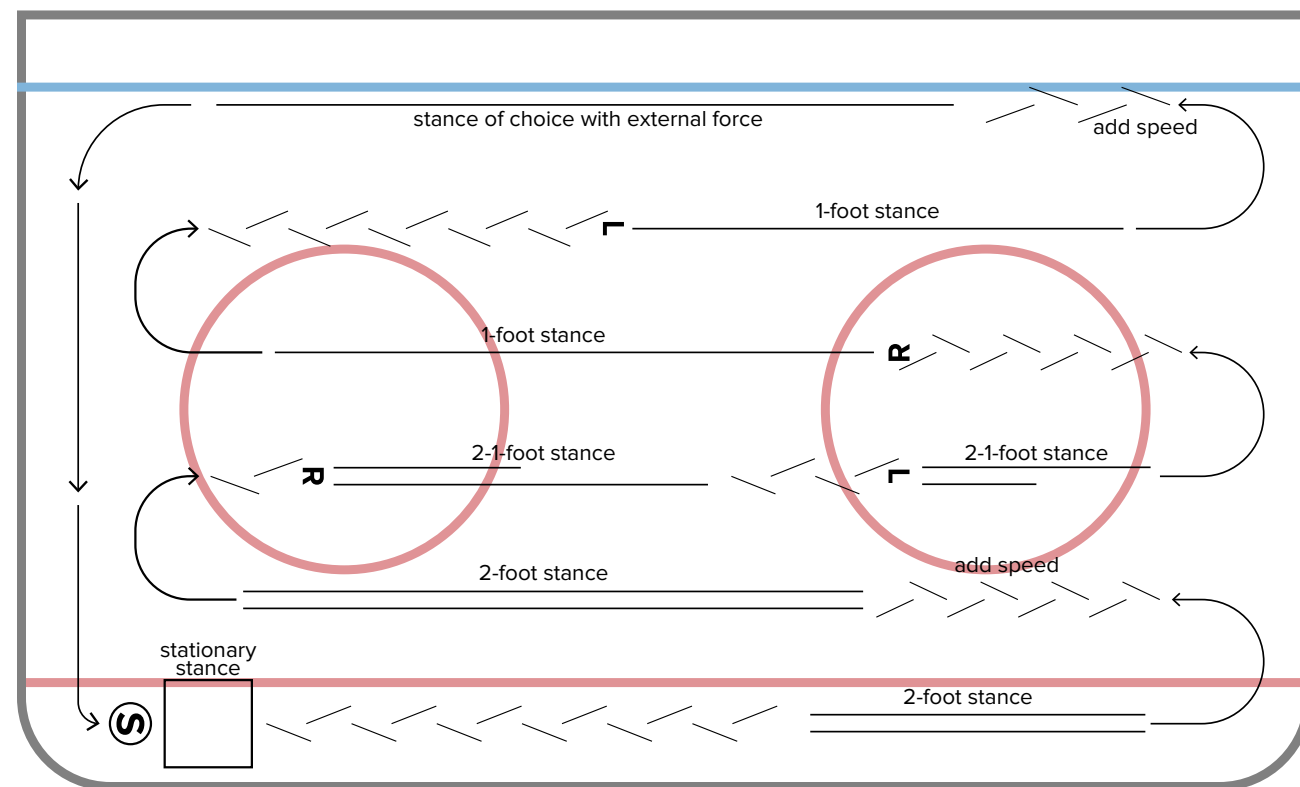
Lower Body

- Feet shoulder width apart
- Ankles and knees flexed, pressing through the ball of the foot
- Forward: Connected through the middle of the blade
- Backward: Connected through the mid-front of the blade

Stick

- Top hand carries the stick at all times
 - Lower hand is on the shaft of the stick
 - Lie of the blade is on the ice in triangle position
 - Two hands or one hand on the stick
- Note: Ringette players may hold stick off the ice.

Session 1: Balance Lesson





SESSION 1: CONTROL LESSON

Skills:

- Coach to teach the stop that is appropriate for the level of development of the group. NOTE: More than 1 stop may be taught in a lesson.

Stops

1. 2-foot side stop
2. BWD V-stop
3. FWD 1-foot stop (L & R foot)
4. BWD 1-foot stop (L & R foot)

Rationale on Development:

Directional changes are unpredictable during game situations. Being able to make a quick stop and change directions will allow players to react to game situations with ease.

Progressions

2-foot side stop:

- Twists on the spot
- Slow then add speed

1-foot stops:

- 2-foot side stops
- Twists on the spot on 1-foot
- Slow then add speed

Backward V-stop:

- Stationary snow slides (pushing to the side and back)
- Slow then add speed

Backward 1-foot stops:

- Backward V-stop
- Slow then add speed

Teaching Points

Upper Body

- Maintain strong core
- Ensure body weight is evenly distributed between feet (or transferred to one-foot)
- Slight lean in opposite direction, (when applicable, rotate upper body to direction of stop)

Lower Body

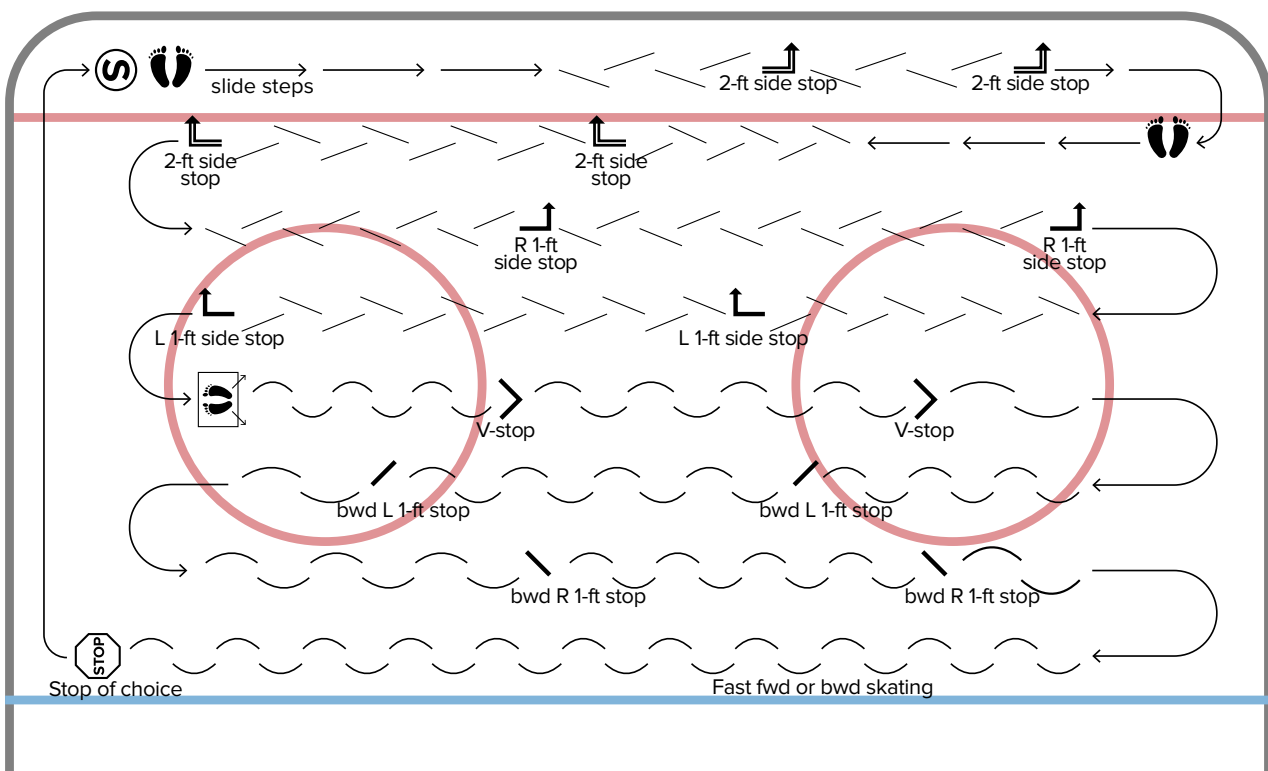
- Maintain skating stance
- Apply pressure through ball of foot
- Some rise in the knee to apply pressure to stop
- 2-foot side stop – stopping on both inside and outside edges
- Backward V-stop and 1-foot side stops – stopping on inside edges

Stick

- Upon completion of stop, lie of the blade maintains contact with the ice in the center of the body
- Triangle position or in front of body

Note: Ringette players may hold stick off the ice.

Session 1: Control Lesson



SESSION 1: AGILITY LESSON

Skills:

- 2-foot slalom (forward and backward)
- 1-foot slalom (forward and backward, left and right foot)

Rationale on Development:

Players can react quickly to directional changes in a game without stopping. Allows players to shift between edges effortlessly for quick agile movements, maintaining forwards or backwards momentum.

Progressions

- Stationary 2-foot edge shift with knee rhythm
- 2-foot glides on a curve
- Large slalom decreasing to a shallow slalom

Note: It is not expected that players perform this skill with a puck, however it is a good challenge for some.

Teaching Points

Upper Body

- Maintain a strong core
- Some natural upper body movement
- Head and eyes focusing forward

Lower Body

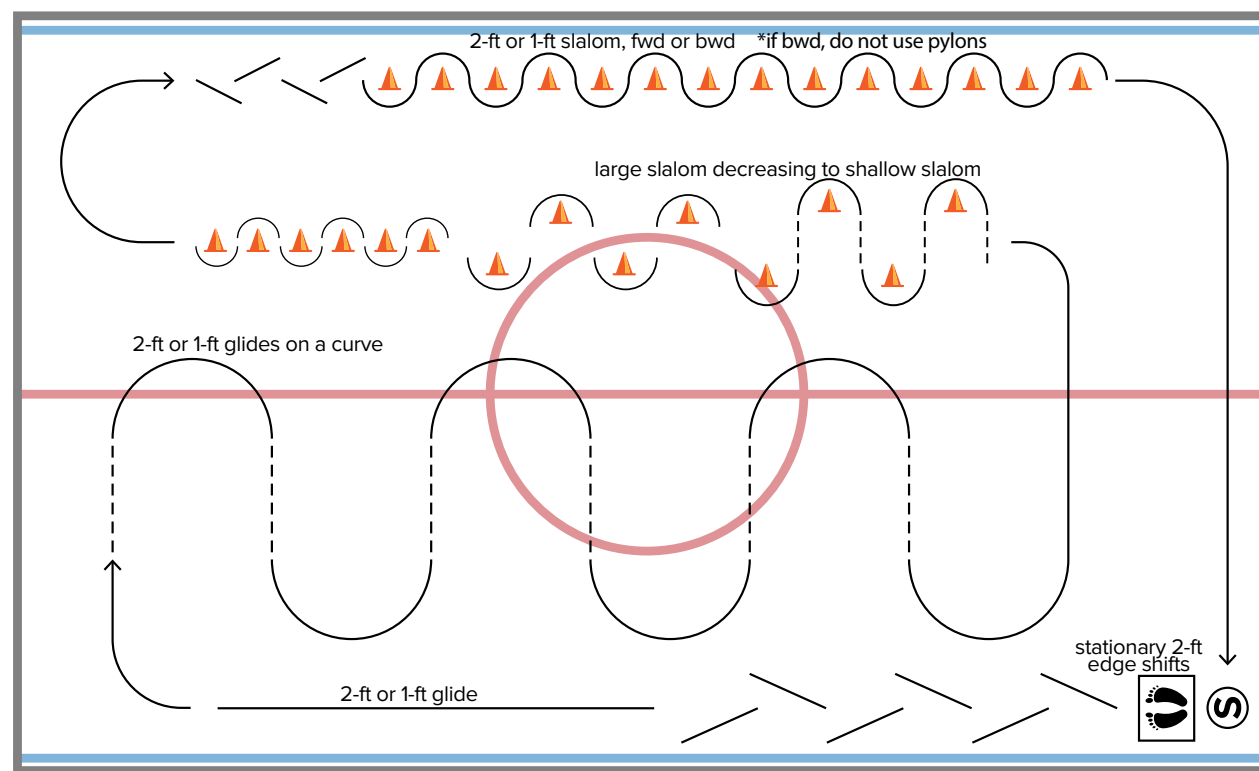
- Ankles and knees flexed
- Connection through the ball of the foot
- Rhythmical unweighting during transfer and change of edge
- Free-foot controlled (under hips)

Stick

- Lie of the blade maintains contact with the ice
- One hand or two hands on the stick.
- Players may attempt 2-foot slalom with a puck

Note: Ringette players may hold stick off the ice.

Session 1: Agility Lesson





SESSION 1, 5, & 10: DEVELOPMENT TIME

Format: Fast Track & Inside Circuit

Main focus: Speed drill timing

Rationale for Development:

Speed will be measured during the first and last week of a PowerSkate session. A fast lap forwards and backwards will be timed to get an accurate measure of forward and backward speed. This will also allow for quantifiable data from the PowerSkate program in which players will be able to see their improvement in speed from the first and last session. When executing the speed drill be sure to set pylons to identify the end of the track and ensure that the pylons are placed within the same distance the both sessions the speed drill is executed.

Directions:

Set up pylons on the face off dots and goal line at goal crease. Have skater start at the blue line and instruct them to skate around the perimeter of the ice as fast as they can for 1 lap forward and 1 lap backwards, turning at the same spot they started from. Record their time.

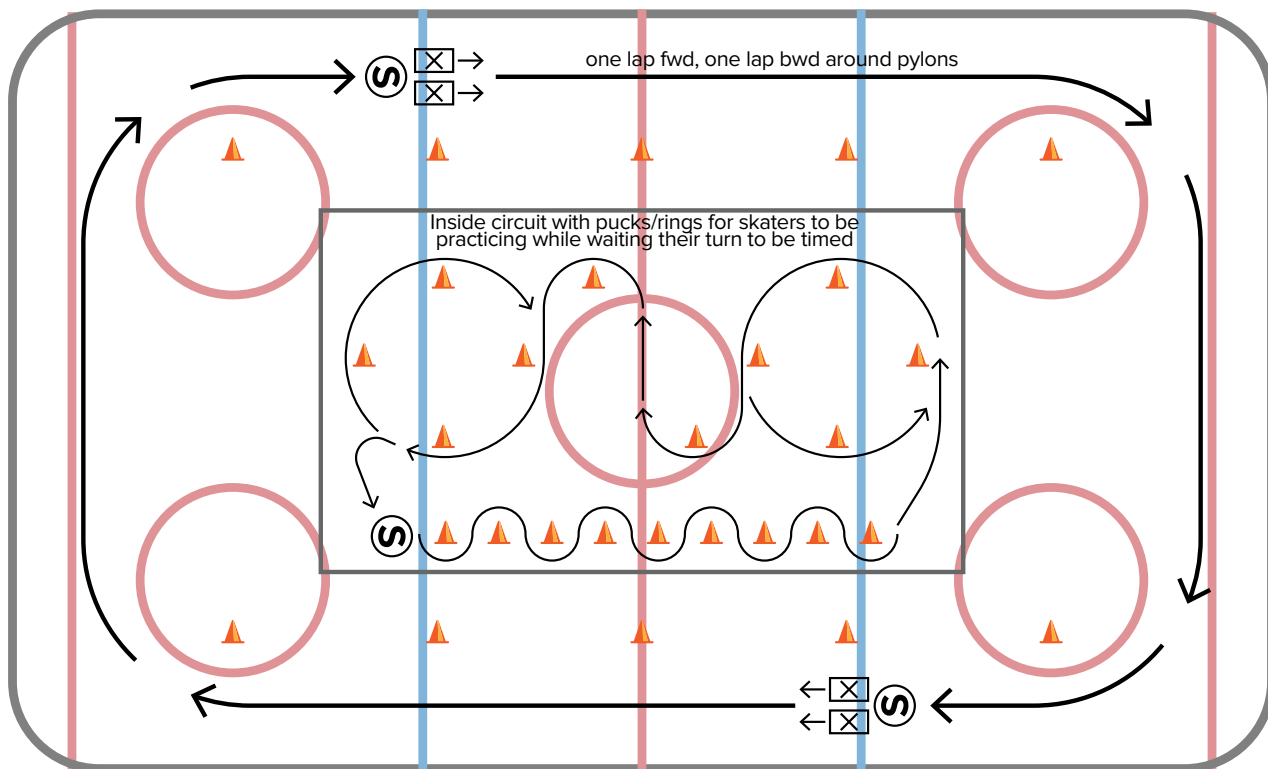
What to do with other skaters who are waiting:

- Create a circuit in the center of the ice for skaters to skate around carrying a puck or ring
- Provide an opportunity to train the Optional Timed Drills

To increase the number of skaters being timed, consider the following options:

- Use PAs to record times.
- Start 2 or 3 players at the same time.
- Use both sides of the ice as "STARTS" to allow for 2-6 skaters being timed at the same time. Be sure to have someone allocated to time on each start line.

Session 1, 5, & 10: Development Time



SESSION 1 & 7: COOL DOWN

Format: Continuous Lanes

Main focus: Increase flexibility awareness, range of motion and lower heart rate

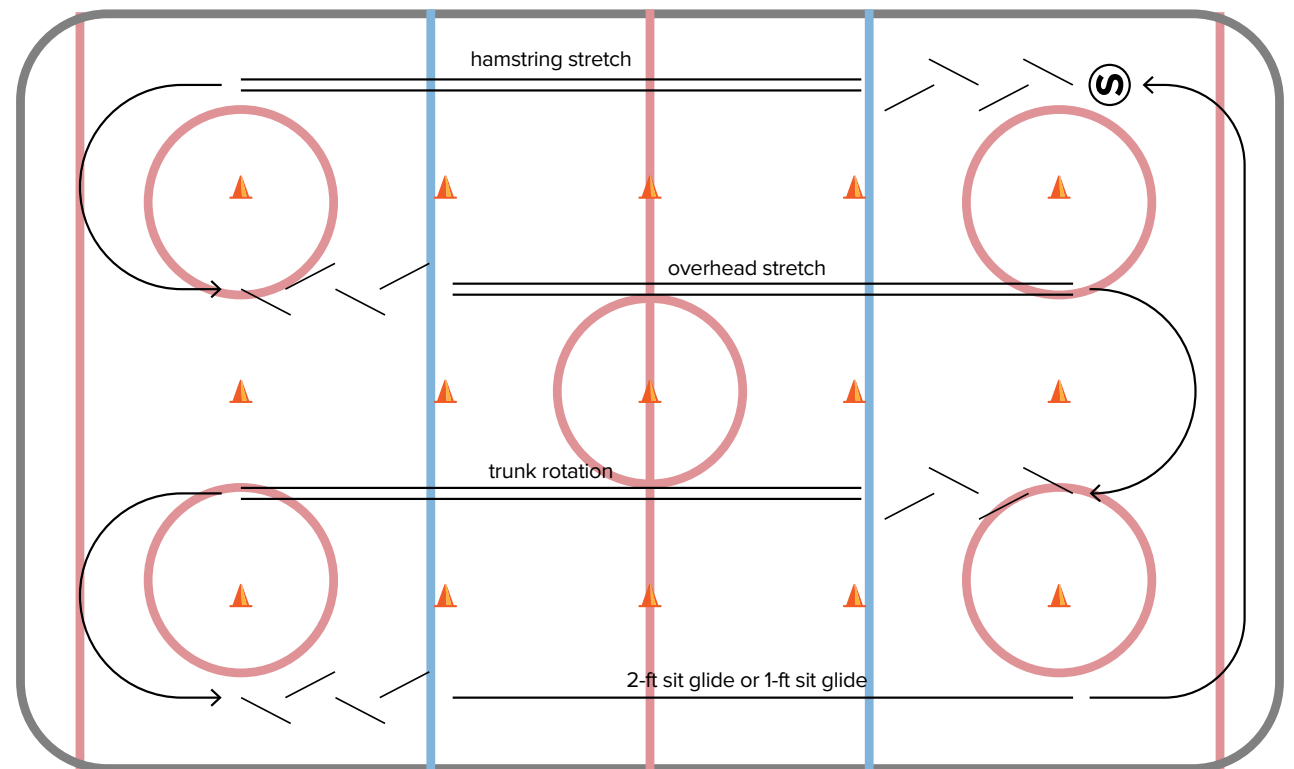
> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> • Hamstring stretch: 2-foot glide with toe touch, stick parallel to ice 	<ul style="list-style-type: none"> • Overhead stretch: 2-foot glide with stick up (as high as possible), parallel to ice 	<ul style="list-style-type: none"> • Trunk rotation: 2-foot glide with stick behind shoulders, add twists from side to side 	FUN: <ul style="list-style-type: none"> • 2-foot sit glide with arms in front OR <ul style="list-style-type: none"> • Challenge: 1-foot sit glide
<ul style="list-style-type: none"> • Same - backwards 	<ul style="list-style-type: none"> • Same - backwards 	<ul style="list-style-type: none"> • Same - backwards 	<ul style="list-style-type: none"> • Same - backwards

Options:

- Have skaters go through the lanes forwards, then switch to backwards and continue to alternate for 5 mins.
- Run the skaters through the forward lanes for 2 – 3 times before switching to backwards.

Session 1 & 7: Cool Down





SESSION 2: WARM UP

Format: 4 Lane Highway

Main focus: Balance

> Suggested Content:

To keep skaters moving, send the second skater in each line to go when the 1st skater in each line has reached the top of the red circles or 1st blue line.

Line up skaters in 4 lines behind goal line (or just in front). Send them through the skills below:

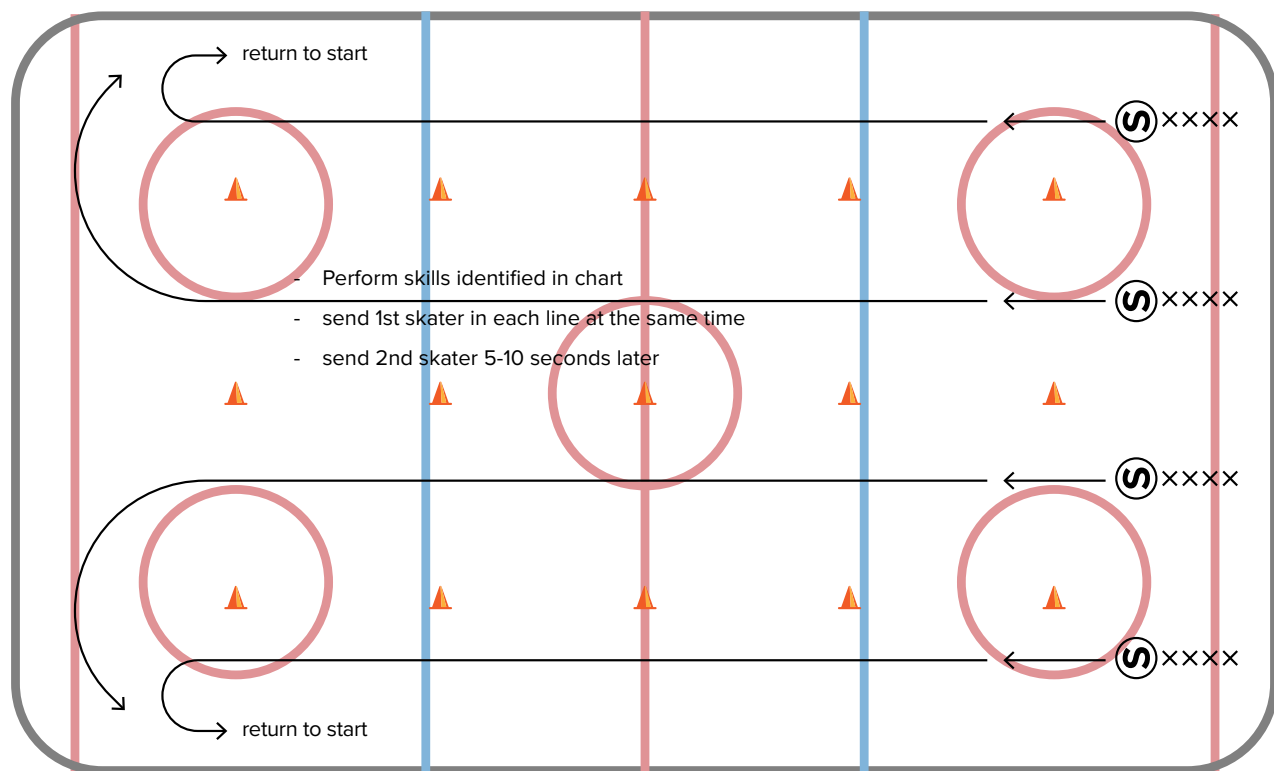
- Forward 2-foot stance
- Forward 1-foot stance (right foot)
- Forward 1-foot stance (left foot)
- REPEAT backwards
- REPEAT forwards
- REPEAT backwards

Have the skaters sprint along the side of the rink closest to them to return to start.

Options:

- To challenge core strength and balance, have the skaters hold their stick parallel to the ice straight out in front or over their heads during the glides.

Session 2: Warm up



SESSION 2 & 8: BALANCE LESSON

Skills:

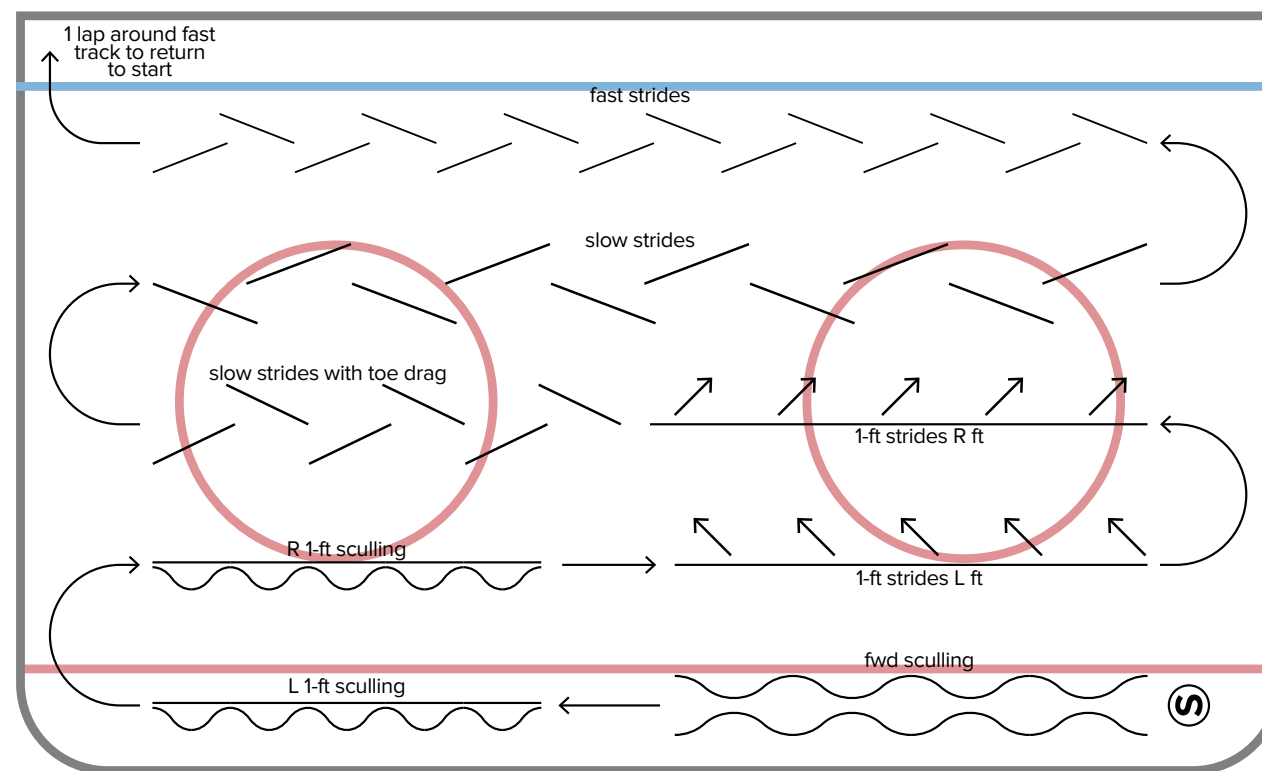
- Forward stride

Rationale on Development:

Forward strides are used throughout the game to move in a forward direction. Training proper mechanics of a stride will help improve stride power and efficiency.

Progressions	Teaching Points
<ul style="list-style-type: none"> • Forward sculling • 1-foot sculling (one each foot) • 1-foot strides, full extension • Alternating slow strides with toe drag • Slow and then add speed • Add resistance (parachute or another player) 	<p>Upper Body</p> <ul style="list-style-type: none"> • Maintain a strong core • Head and eyes focusing forward • Arms move in sync with stride in linear motion, like running
	<p>Lower Body</p> <ul style="list-style-type: none"> • Ankles and knees flexed in low skating stance • Connection through ball of the foot • Quick return of free-foot • Utilize full range of motion of hip, knee, ankle-pushing through full extension (toe is last to leave the ice) • More knee and ankle flexion allows for greater extension and therefore generates more power
	<p>Stick</p> <ul style="list-style-type: none"> • Top hand carries the stick at all times • Lie of the blade maintains contact with the ice and is positioned in the center of the body • One or two hands on the stick <p>Note: Ringette players may hold stick off the ice.</p>

Session 2 & 8: Balance Lesson





SESSION 2 & 8: CONTROL LESSON

Skills:

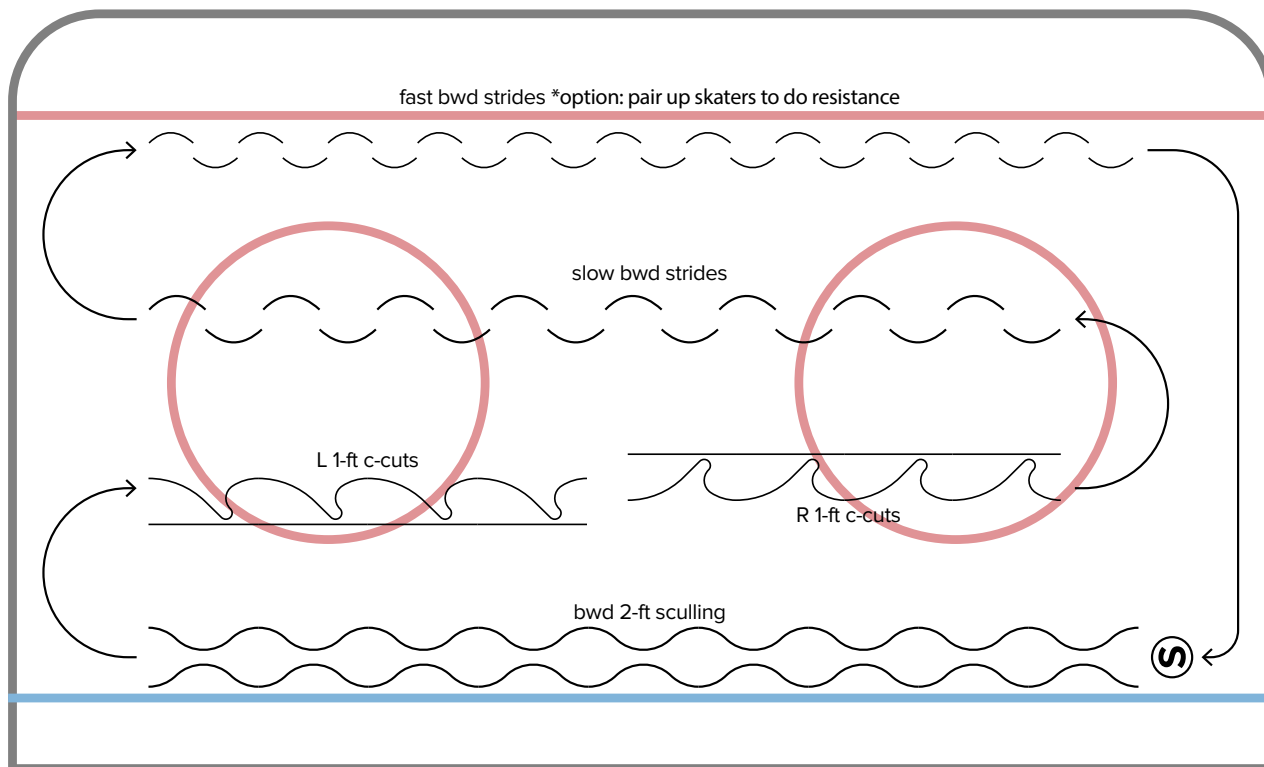
- Backward stride

Rationale on Development:

Backward strides are used throughout the game to move in a backward direction. Extremely important for defensive play. Training proper mechanics of a stride will help improve stride power and efficiency.

Progressions	Teaching Points
<ul style="list-style-type: none"> • Backward sculling • 1-foot c-cuts (sculling) Can be ½ hearts as well • Slow and then add speed • Add resistance (another player) 	<p>Upper Body</p> <ul style="list-style-type: none"> • Maintain a strong core • Head and eyes focusing forward • Maintain upper body control <p>Lower Body</p> <ul style="list-style-type: none"> • Ankles and knees flexed in low skating stance • Connection through mid-front of the blade • Inside edge applied C-cut (or half heart push) • Quick return of free-foot • Utilize full range of motion of hip, knee, ankle-pushing through full extension • More knee and ankle flexion allows for greater extension and therefore generates more power <p>Stick</p> <ul style="list-style-type: none"> • Top hand carries the stick at all times • Lie of the blade maintains contact with the ice and is positioned in the center of the body • One hand on the stick <p>Note: Ringette players may hold stick off the ice.</p>

Session 2 & 8: Control Lesson



SESSION 2: AGILITY LESSON

Skills:

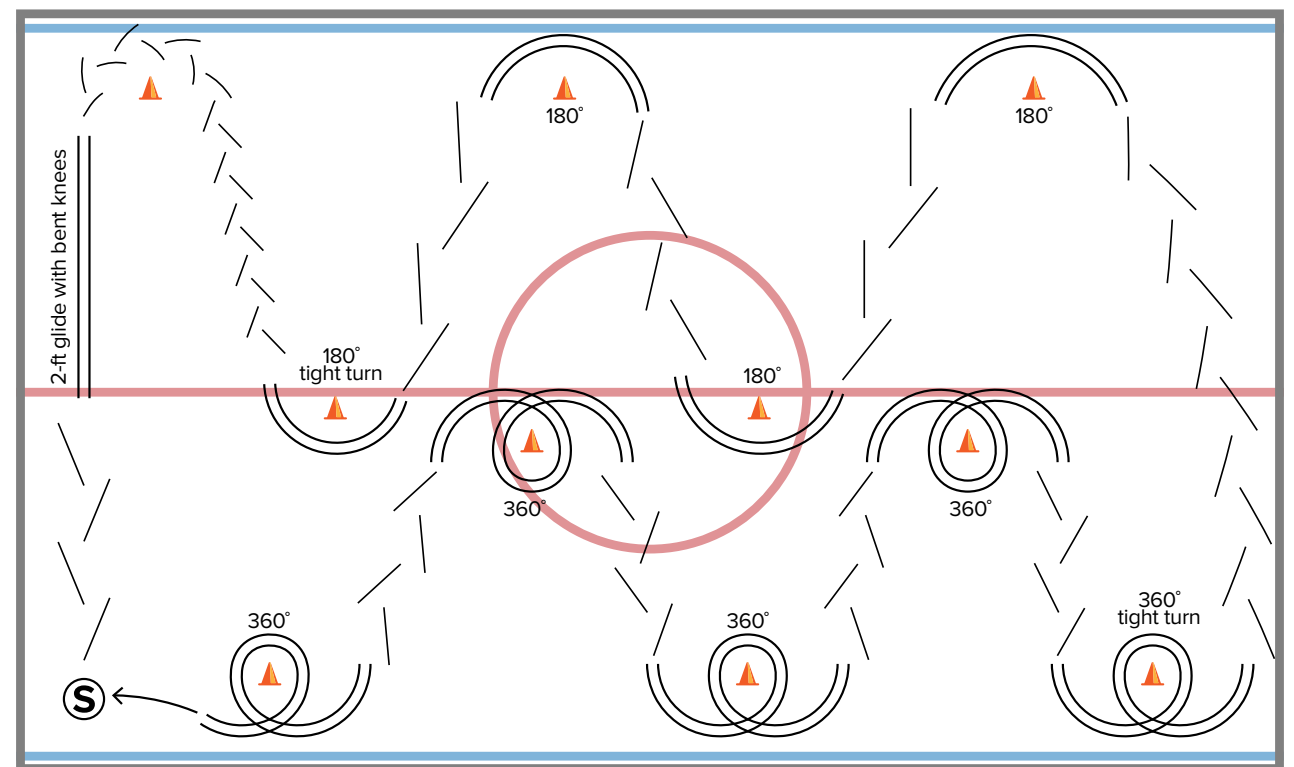
- 180° tight turn
- 360° tight turn

Rationale on Development:

Players can react quickly to directional changes in a game without stopping. Allows player to react to game situation (puck protection or avoid opponent) in small area while maintaining forward momentum.

Progressions	Teaching Points
<ul style="list-style-type: none"> • 2-foot glide on a straight line • 2-foot glide turns on a larger curve (more shallow) • Slow, then increase speed <p>VARIATION: As a challenge, the coach can teach a 180° or 360° glide turn in a lunge position with a wide base.</p>	<p>Upper Body</p> <ul style="list-style-type: none"> • Maintain a strong core • Head and shoulder lead into the curve and square up to new direction of travel <p>Lower Body</p> <ul style="list-style-type: none"> • Feet staggered with inside foot leading (heel to toe) • Equal pressure on both feet through the ball of the foot • Skates should be on defined edges • Ankles and knees flexed, and low stance maintained <p>Stick</p> <ul style="list-style-type: none"> • Two hands on the stick • Upper hand on the butt end of the stick which controls stick direction • Lower hand mid-shaft • Lie of the blade maintains contact with the ice at all times and toe of stick leads into the turn <p>Note: Ringette players may hold stick off the ice.</p>

Session 2: Agility Lesson





SESSION 2 & 9: DEVELOPMENT TIME

Format: Continuous Lanes

Main focus: Resistance

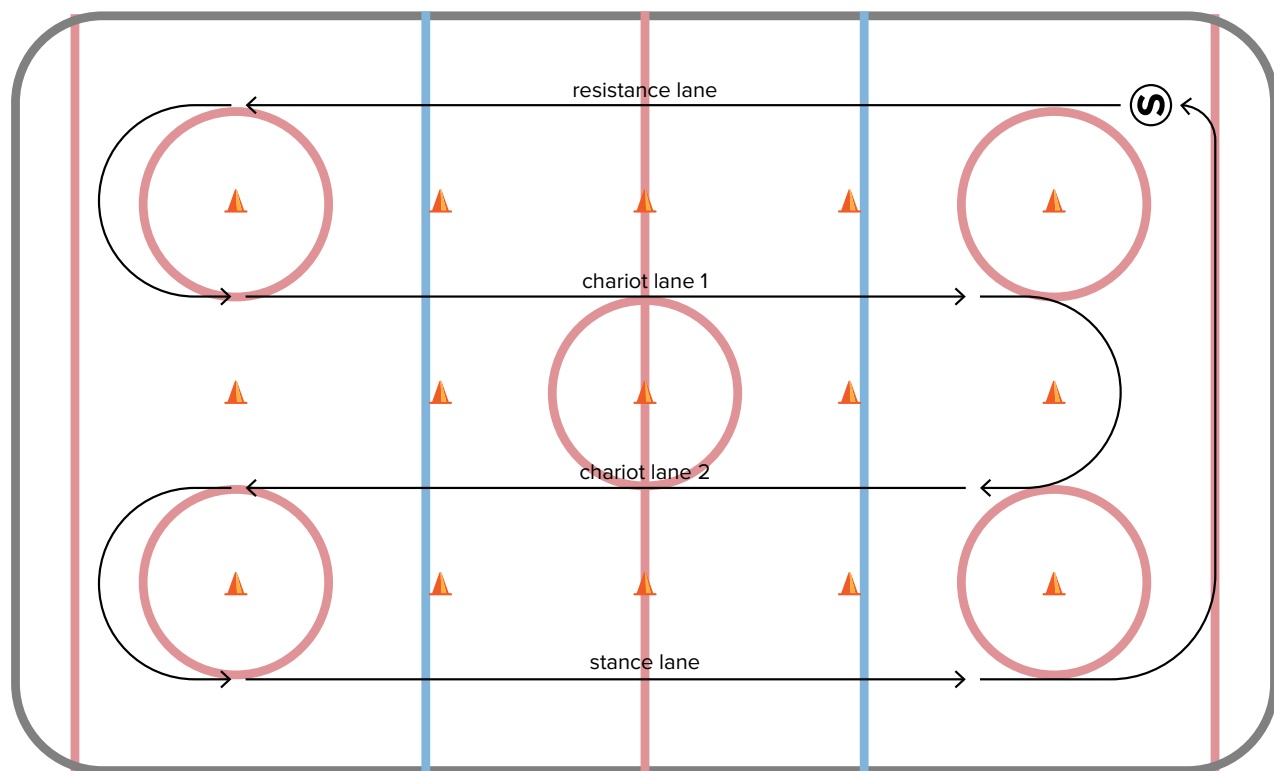
> Rationale for Development: To increase power and strength for explosive power in the game.

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Skaters start in partners. Position 1 skater backwards in a v-stop position. Second skater will push their partner while performing forward strides. Partner positioned in a v-stop will apply moderate pressure to the ice to create resistance. AT RED LINE have partners change positions. Hold sticks in both hands, parallel to the ice between skaters. 	<p>Chariots: Skaters stand behind one another, joined by their sticks in each hand to create a chariot type format. Skater in front then pulls the skater behind. The skater behind can either: glide, apply pressure by creating a forward snow plow resistance (reverse v position), or be pulled while kneeling to create resistance).</p>	<p>Same as lane 2 with partners in opposite positions.</p>	<p>Skaters skate to the blue line and perform a 2-foot or a 1-foot stance glide to the end.</p> <p>For a challenge, have coach or PA apply pressure or resistance to skaters to encourage engaged core and re-centering.</p>

Challenges:

- Having a skater skate backwards, while their partner performs a forward v-stop (snow plow) to apply resistance.
- Pair up chariots to have 1 player pulling 3 players.
- Have the skaters perform their 2-foot and 1-foot stances backwards.

Session 2 & 9: Development Time



SESSION 2 & 10: COOL DOWN

Format: Continuous Lanes

Main focus:

Increase flexibility awareness, range of motion and lower heart rate

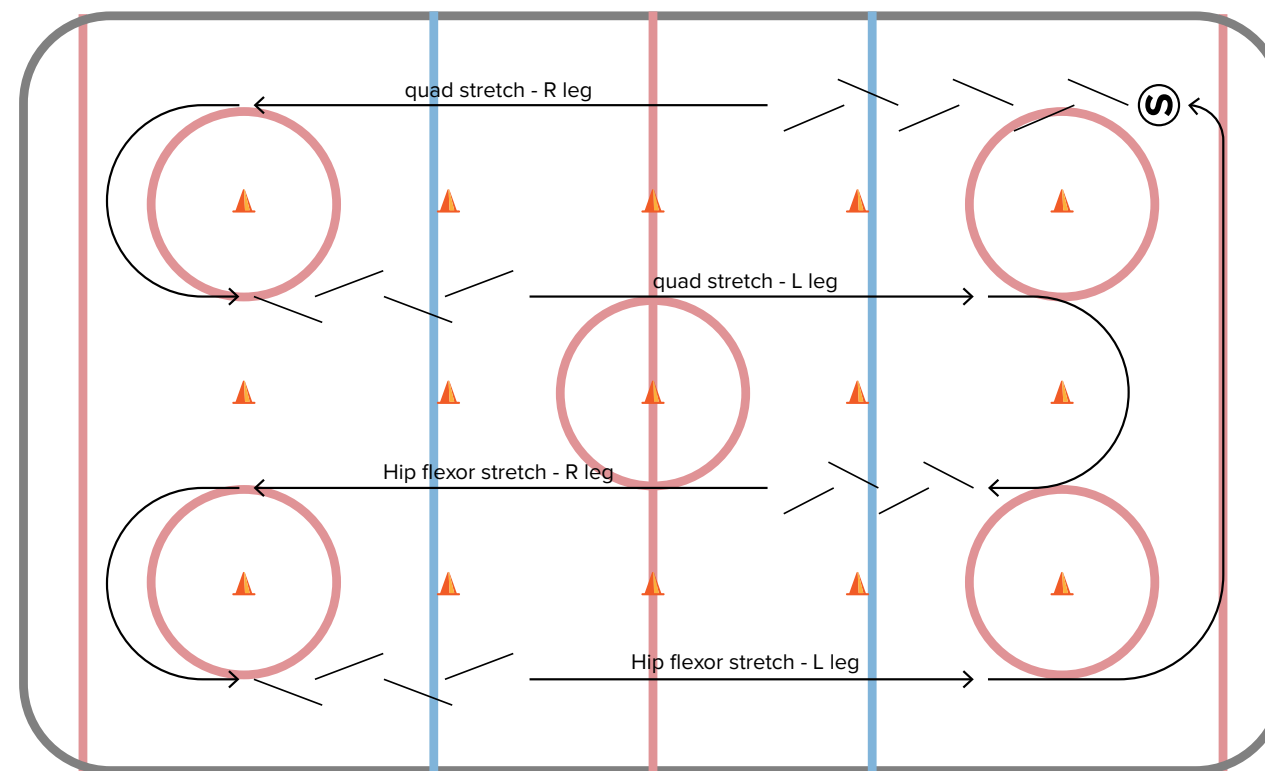
> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Quad stretch – right leg 	<ul style="list-style-type: none"> Quad stretch – left leg 	<ul style="list-style-type: none"> Hip flexor stretch: Forward drag – right leg 	<ul style="list-style-type: none"> Hip flexor stretch: Forward drag – left leg

Options:

- Add trunk rotations, hamstring stretch, deep knee sit glides.

Session 2 & 10: Cool Down





SESSION 3 & 9: WARM UP

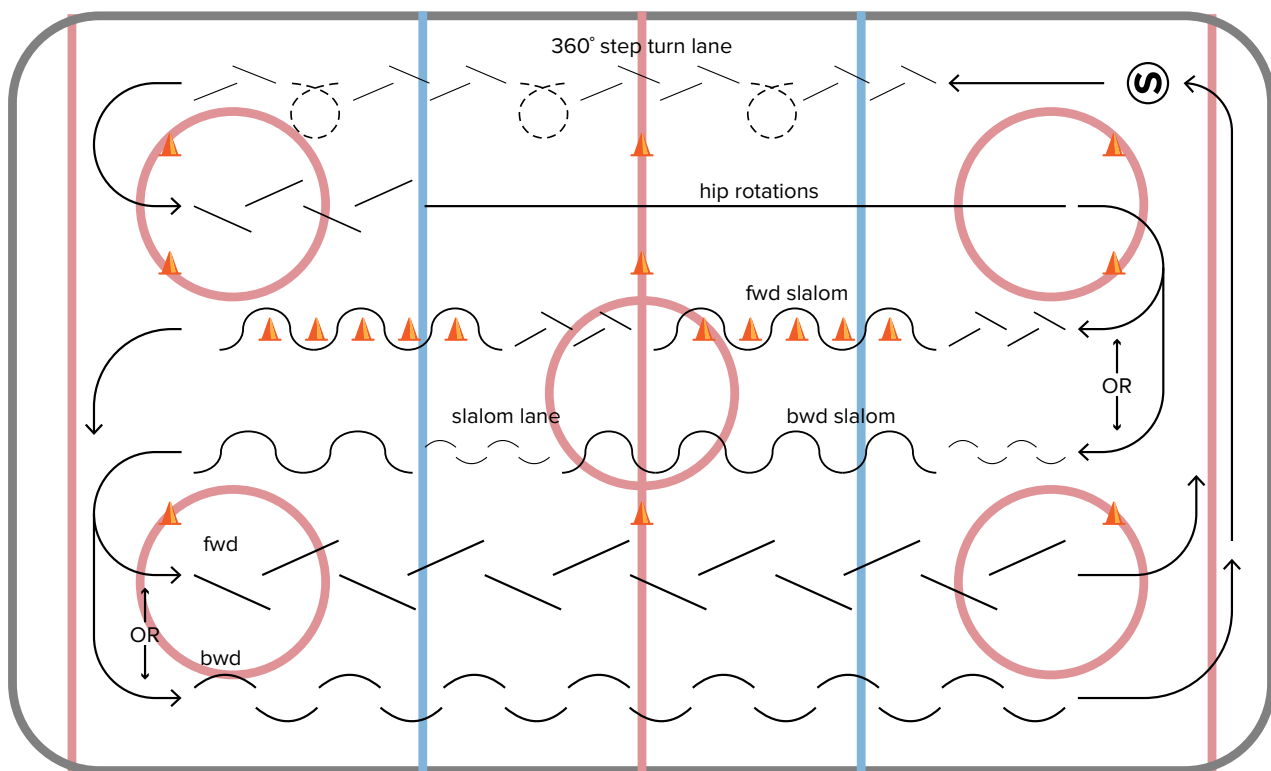
Format: Continuous Lanes

Main focus: Knee bend, power and agility

> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> 360° step turns Same – change direction of turns Same - backwards Backwards – other direction 	<ul style="list-style-type: none"> Alternating hip rotations 	<ul style="list-style-type: none"> 2-foot forward slalom 1-foot slalom 1-foot slalom (other foot) Backward 1-foot slalom 	<ul style="list-style-type: none"> Fast forward stride Fast backward stride Fast forward stride Fast backward stride

Session 3 & 9: Warm up



SESSION 3 & 7: BALANCE LESSON

Skills:

- Forward edges: Inside and outside
- Sustained edges: Inside, outside (both feet/ directions)

Rationale on Development:

All skating skills are built from edges (crossovers, tight turns, eagle turns, C-Step, lateral movement etc). The ability to be comfortable on all edges will allow for quality development of all skating skills and the player to be agile of in all game situations.

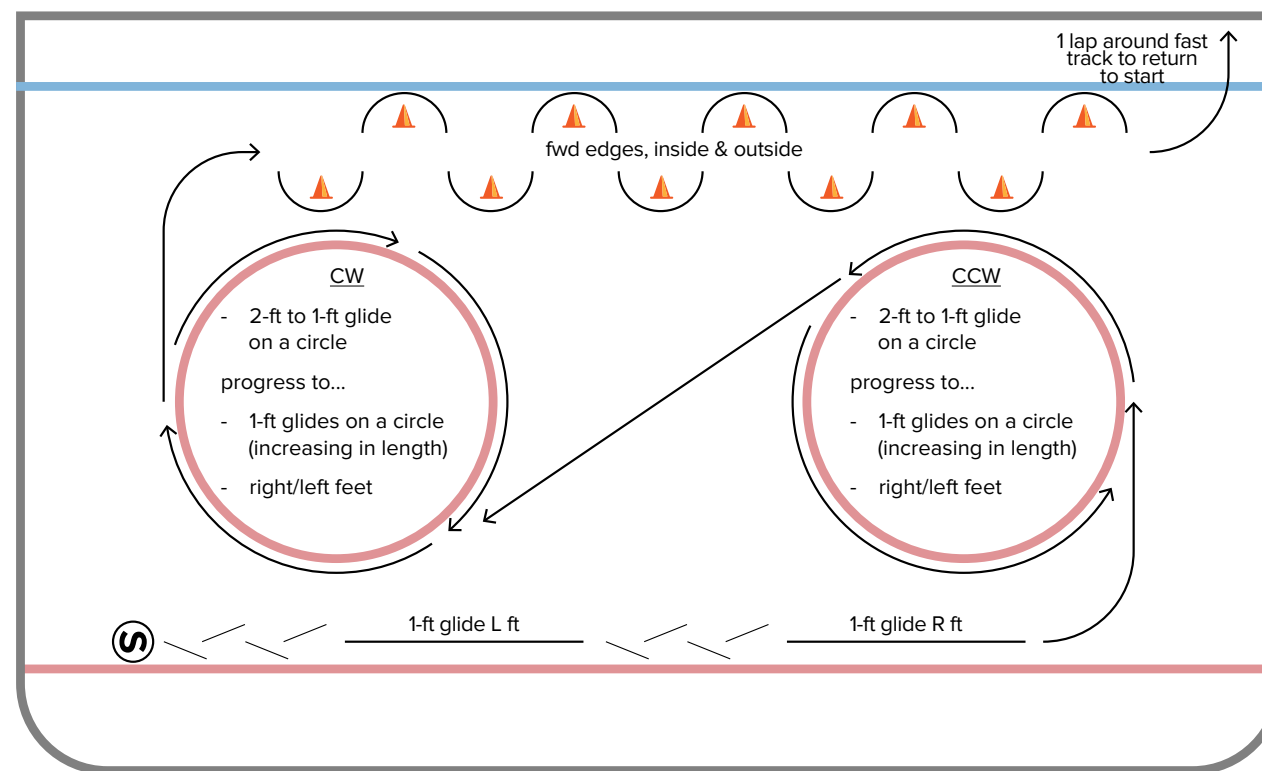
Progressions

- Edges:
- 1-foot glide on a straight line
 - 2 to 1-foot glide on curves
 - Assisted
- Sustained edges:
- 2 to 1-foot glide on the circle
 - 1-foot glides on the circles, gradually increasing length of glide
 - Assisted

Teaching Points

Upper Body	Lower Body	Stick
<ul style="list-style-type: none"> Maintain a strong core Maintain upper body control Head and eyes focusing forward Allow slight body-lean to into the edge 	<ul style="list-style-type: none"> Ankles and knees flexed in low skating stance Free-foot controlled Connection through ball of the foot 	<ul style="list-style-type: none"> Lie of the blade maintains contact with the ice and is positioned in the center of the body One or two hands on the stick <p>Note: Ringette players may hold stick off the ice.</p>

Session 3 & 7: Balance Lesson





SESSION 3 & 7: CONTROL LESSON

Skills:

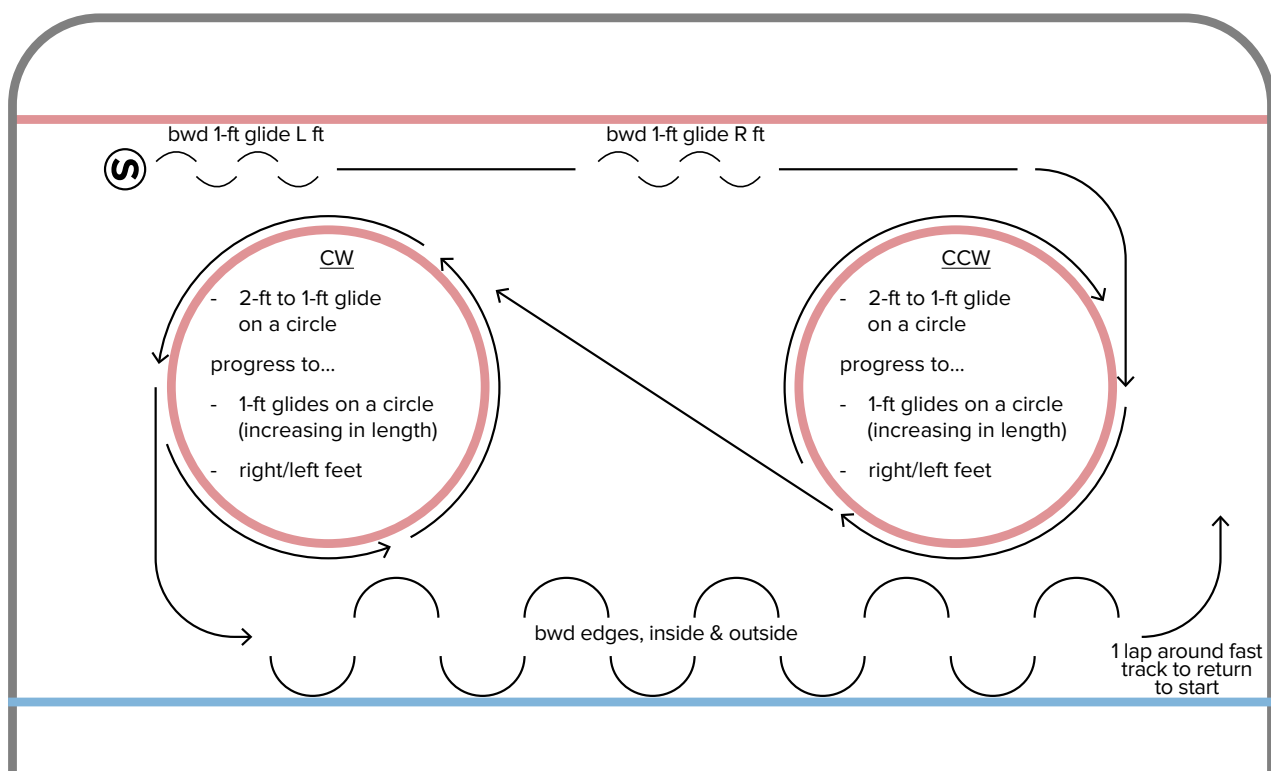
- Backward edges: Inside and outside
- Sustained edges: Inside, outside (both feet/ directions)

Rationale on Development:

All skating skills are built from edges (crossovers, eagle turns, C-Step, lateral movement etc). The ability to be comfortable on all edges will allow for quality development of all skating skills and the player to be agile of in all game situations.

Progressions	Teaching Points	
Edges: <ul style="list-style-type: none"> • Forward edges • Backward 1-foot glide on a straight line • Backward 2 to 1-foot glide on curves • Assisted Sustained edges: <ul style="list-style-type: none"> • Forward sustained edges • Backward 2 to 1-foot glide on the circle • Backward 1-foot glides on the circles, gradually increasing length of glide • Assisted 	Upper Body	<ul style="list-style-type: none"> • Maintain a strong core • Maintain upper body control • Head and eyes focusing forward • Allow slight body-lean to into the edge
	Lower Body	<ul style="list-style-type: none"> • Ankles and knees flexed in low skating stance • Free-foot controlled • Connection through ball of the foot
	Stick	<ul style="list-style-type: none"> • Lie of the blade maintains contact with the ice and is positioned in the center of the body • One or two hands on the stick Note: Ringette players may hold stick off the ice.

Session 3 & 7: Control Lesson



SESSION 3: AGILITY LESSON

Skills:

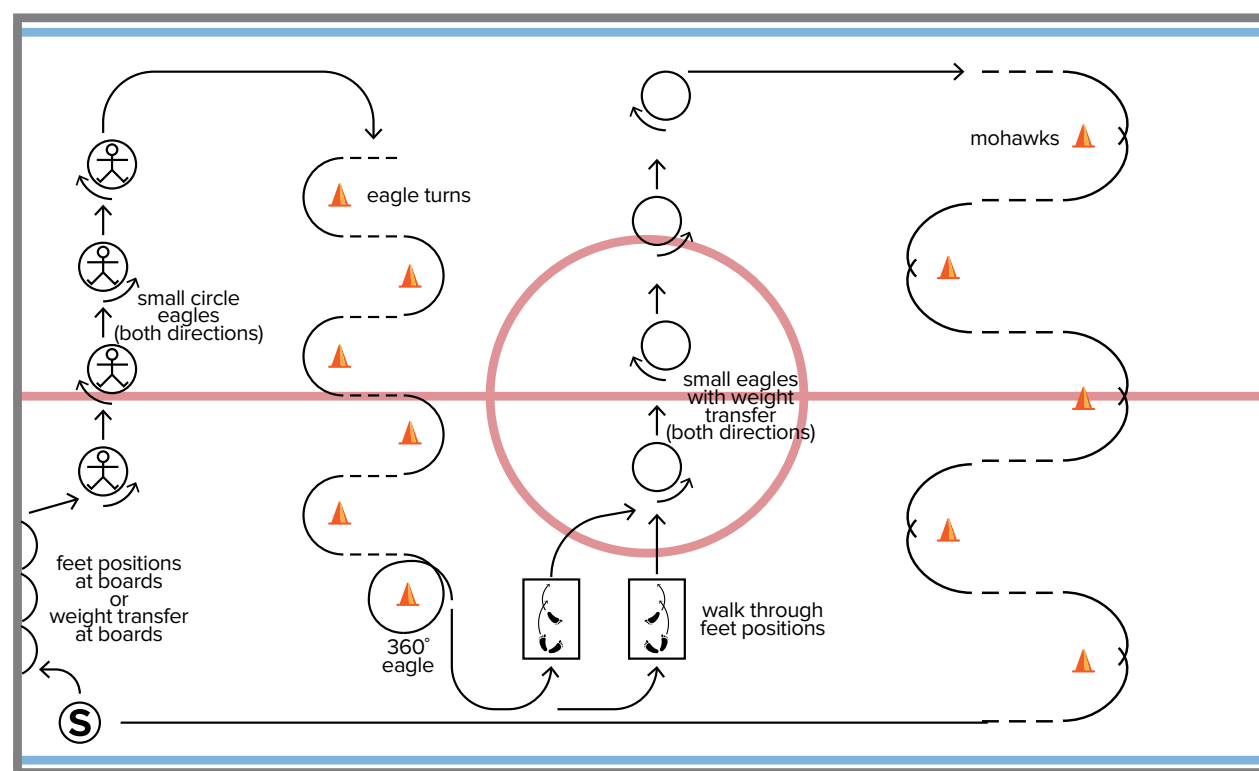
- Eagle turns (both directions)
- C-Step turns (left and right)

Rationale on Development:

Eagle: Allows a player to protect the puck/ring and/or maneuver around an opponent while keep visual range forward on game situation. **C-Step:** Allows a player to change directions 180 while maintaining speed.

Progressions	Teaching Points	
Eagle turn: <ul style="list-style-type: none"> • Feet position stationary or at boards • Perform on small circles • Slow, then add speed • Assisted Challenge: perform on a straight line C-Step turn: <ul style="list-style-type: none"> • Eagle turns • At boards, transfer weight from foot to foot • Small eagle circles with weight transfer • Slow, then add speed • Assisted Challenge: perform multiple weight transfers during turn.	Upper Body	<ul style="list-style-type: none"> • Maintain a strong core • Upper body square to inside edges • Minimal upper body movement
	Lower Body	<ul style="list-style-type: none"> • Ankles and knees are flexed and maintain low stance • Hips are open • Forward and backward inside edges are utilized at the same time • Eagle: Maintain equal pressure on both blades through the ball of the foot • C-Step: transfer of weight from one foot to the other
	Stick	<ul style="list-style-type: none"> • Stick held in front of turn • Lie of the blade maintains contact with the ice Note: Puck/ring may be stationary during the eagle turn as the skater glides around it. Note: Ringette players may hold stick off the ice, if no ring present.

Session 3: Agility Lesson





SESSION 3: DEVELOPMENT TIME

Format: 4 Lane Highway

Main focus: Stride work

> Suggested Content:

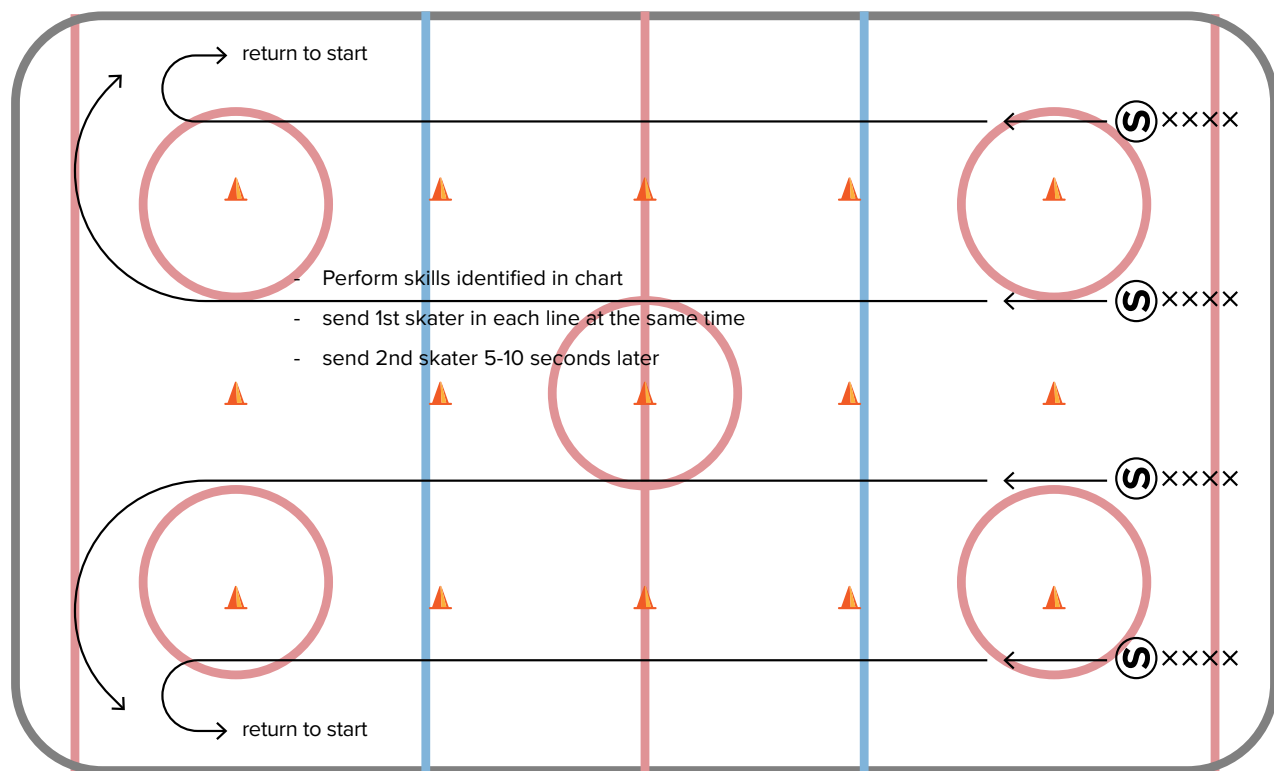
To keep skaters moving, send the second skater in each line to go when the 1st skater in each line has reached the top of the red circles or 1st blue line.

Line up skaters in 4 lines behind goal line (or just in front). Send them through the skills below:

- Forward deep knee bend sculling (rising up in between sculls)
- Forward fast stride (with puck or ring)
- 2-foot forward slalom (with puck or ring)
- Backward deep knee bend sculling (rising up between sculls)
- Backward fast stride (with puck or ring)
- REPEAT

Have the skaters sprint along the side of the rink closest to them to return to start.

Session 3: Development Time



SESSION 3: COOL DOWN

Format: Perimeter of the ice

Main focus: Increase flexibility awareness, range of motion and lower heart rate

> Suggested Content

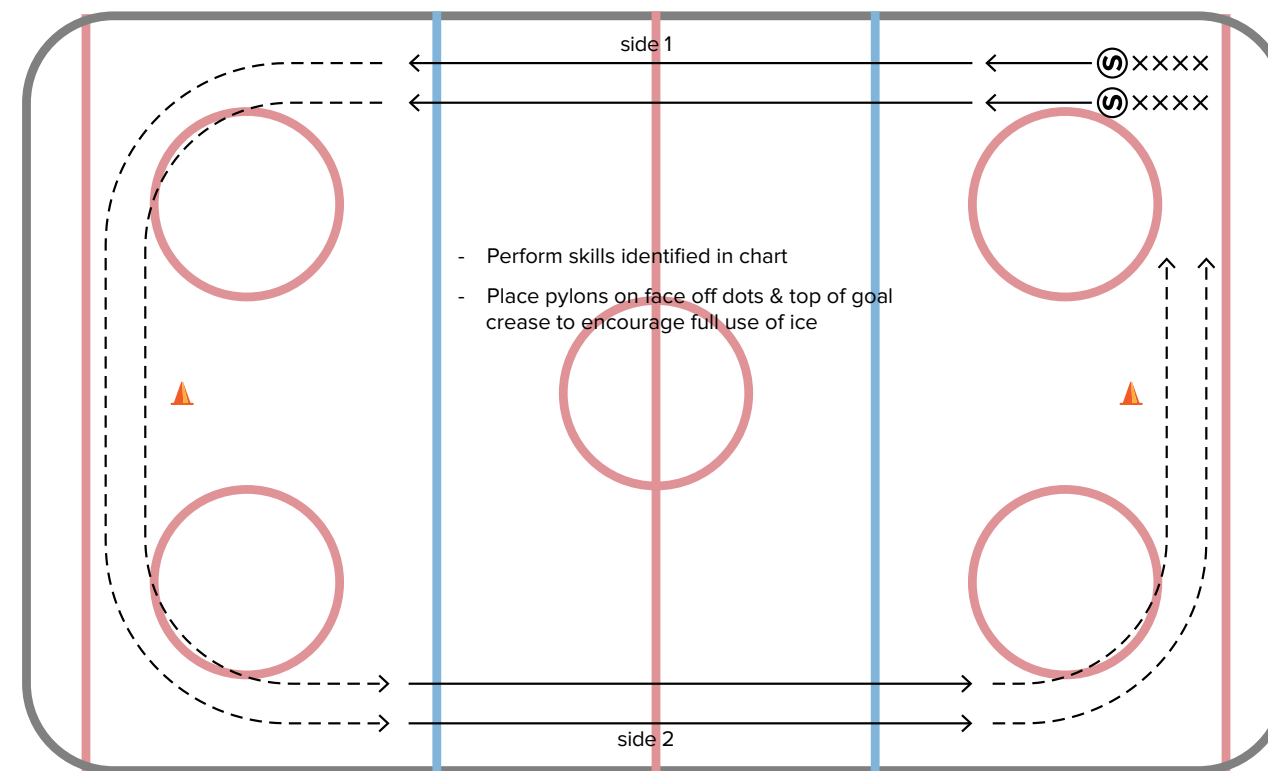
Side 1

- Forward hamstring stretch: stick parallel to ice, touch toes, legs straight
- 2-foot deep knee bend sit glide – Forward: arms in front holding stick parallel to ice
- Trunk rotations with stick behind shoulders - upright
- Quad stretch – right leg

Side 2

- Backward hamstring stretch: stick parallel to ice, touch toes, legs straight
- 2-foot deep knee bend sit glide – Backward: arms in front holding stick parallel to ice
- Trunk rotations with stick behind shoulders – using side lunges and extreme trunk rotation. Try to get the opposite end of the stick to the ice. Ex: Left leg lunge with right shoulder rotated to ice
- Quad stretch – left leg

Session 3: Cool Down





SESSION 4: WARM UP

Format: Volcano

Main focus: Lean and power

> Suggested Content:

Start the skaters in two lines behind the goal crease at one end. Complete the skills listed for each area. Have skaters' alternate sides to ensure they get exposure to all skills. Ex: Skate through middle portion, exit to the right and perform designated skill. Skate through middle portion and exit to the left to perform designated skill. Repeat.

Middle Lane

- Fast skating into tight turns
- Same with eagle turns
- Fast backward skating around same
- Repeat

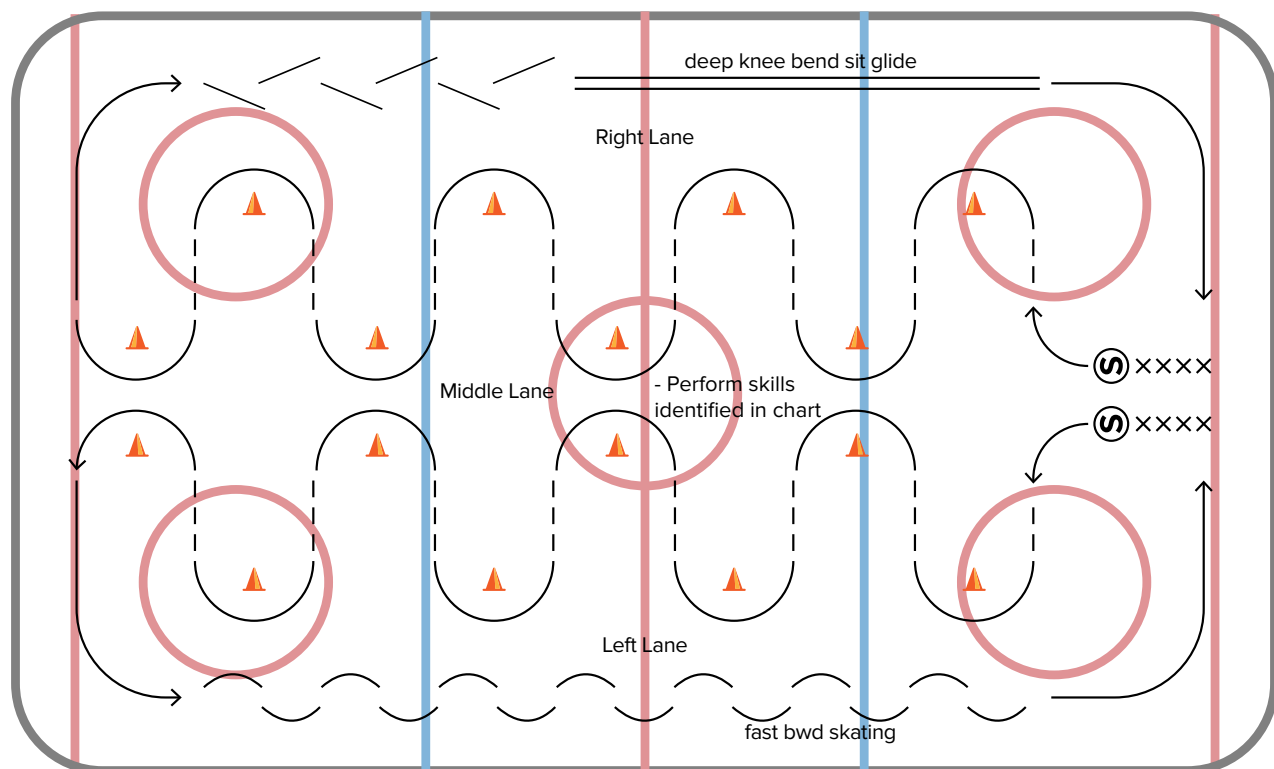
Right Lane

- Fast forward skating into 2-foot deep knee bend sit

Left Lane

- Fast backward skating

Session 4: Warm up



SESSION 4: BALANCE LESSON

Skills:

- Forward crossovers

Rationale on Development:

Crossovers are used in a game to gain speed on a curve, accelerate in lateral movement forwards or backwards.

Progressions

- Walking crossovers
- 1-foot pushes on circle (circle pushes or pumps)
- Forward outside edges
- Forward cross-rolls
- 2-foot glide in crossed position
- Assisted

Teaching Points

Upper Body

- Maintain strong core
- Upper body rotated into the circle
- Some body lean to the inside of the circle

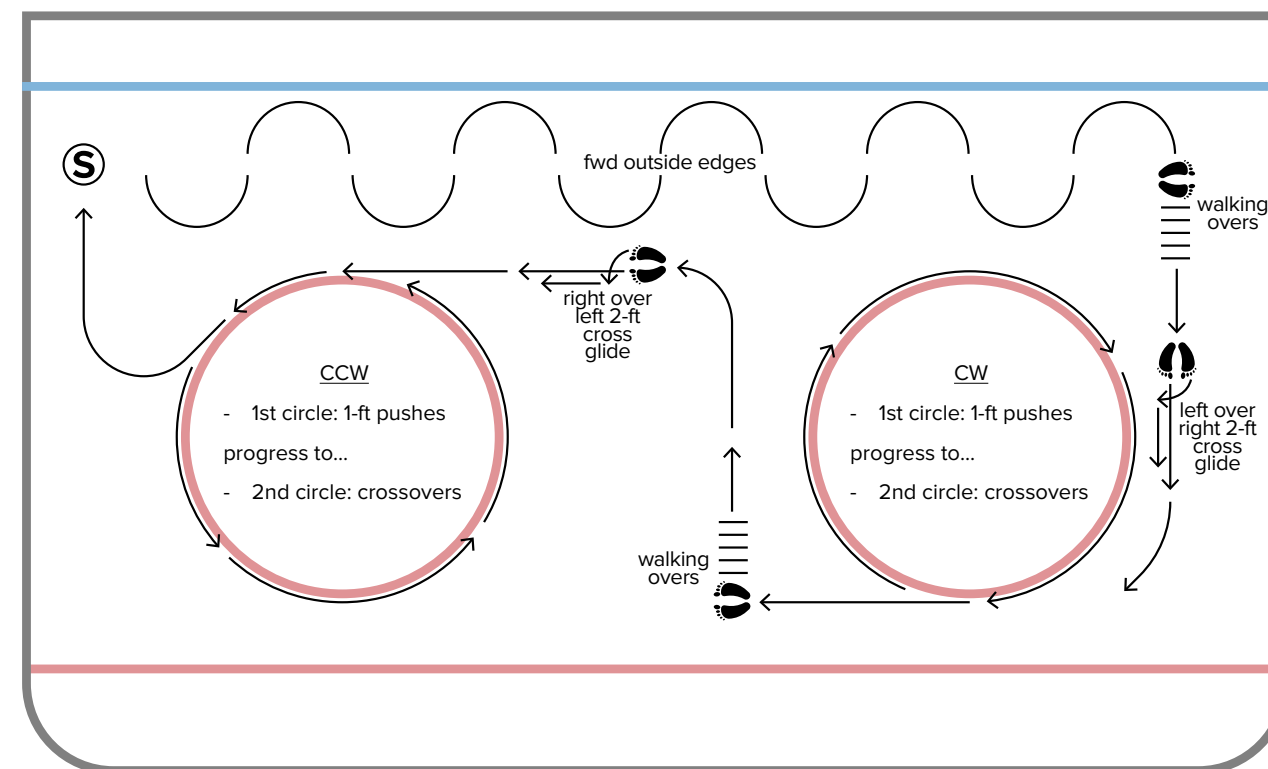
Lower Body

- Ankle and knees flexed
- Maintain low center of gravity through skating stance
- Two equal pushes (inside edge of outer skate and outside edge of inner skate)
- Utilize full range of motion of hip, knee, ankle - pushing through full extension
- Crossover above the knee
- Amount of knee bend used will dictate ability to cross above knee and power generated in each push

Stick

- Lie of the blade maintains contact with the ice and is positioned in the center of the body
 - One or two hands on the stick
- Note: Ringette players may hold stick off the ice.

Session 4: Balance Lesson





SESSION 4: CONTROL LESSON

Skills:

- Backward crossovers

Rationale on Development:

Crossovers are used in a game to gain speed on a curve, accelerate in lateral movement forwards or backwards.

Progressions

- Forward crossovers
- Walking crossovers
- Backward c-cuts on a circle (backward pumps)
- Backward outside edges
- Assisted

Note to coach: Consider adding a backward outside edge glide with the free foot lifted to the front over the circle. This will allow the skater to feel the balance shift on the blade before the crossover.

Teaching Points

Upper Body

- Maintain strong core
- Shoulders turned into the circle
- Some body lean to the inside of the circle.

Lower Body

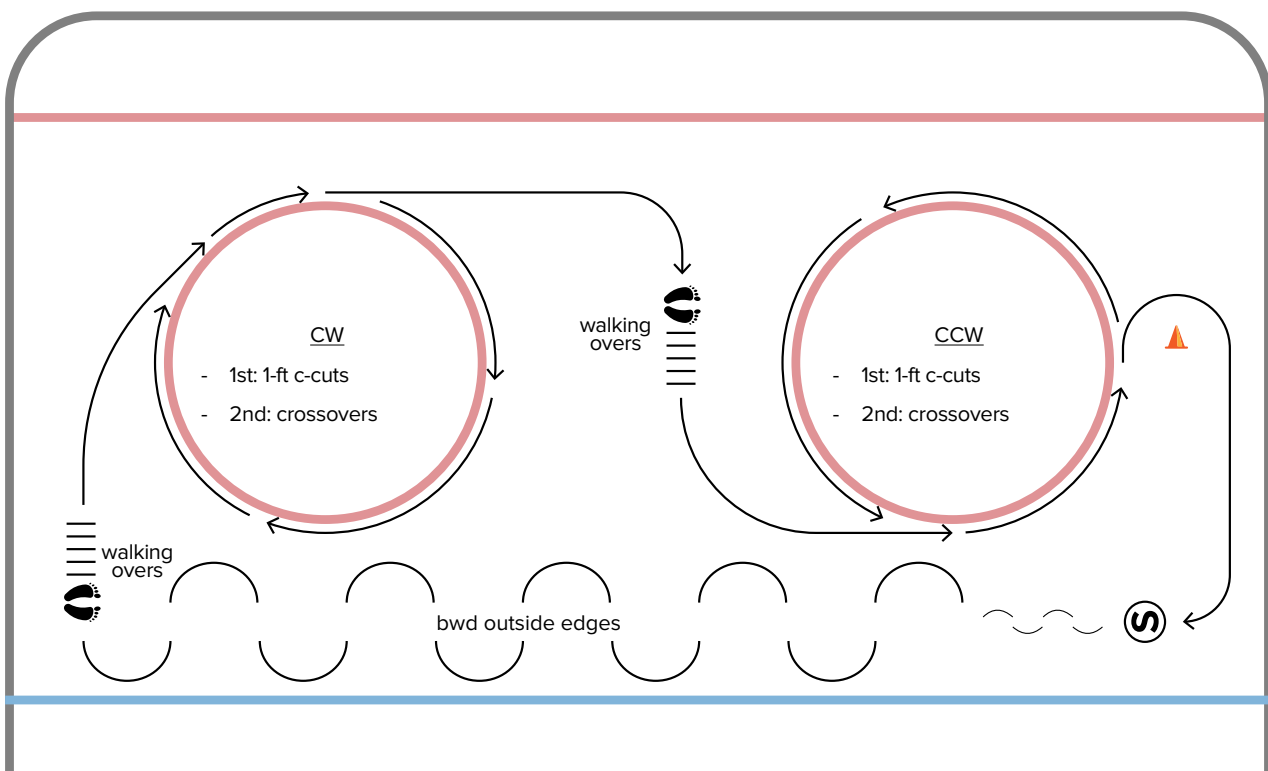
- Ankle and knees flexed, in low skating stance
- Two equal pushes (inside edge of outer skate and outside edge of inner skate)
- Utilize wide reach pull motion on undercut
- Crossover above the knee.
- Amount of knee bend used will dictate ability to cross above knee and power generated in each push.

Stick

- Lie of the blade maintains contact with the ice and is positioned in the center of the body.
- One or two hands on the stick

Note: Ringette players may hold stick off the ice

Session 4: Control Lesson



SESSION 4 & 8: AGILITY LESSON

Skills:

- Reverse pivot turn

Rationale on Development:

Reverse pivot turns allow players to change directions from forwards to backwards without stopping while maintaining their eyes on the play ahead.

Progressions

- 2-foot multi turns
 - At boards, practice action in both directions (can also enter on 1-foot and exit on 2)
 - Slow, then add speed
- Exit options:
- Backward skating
 - Backward lateral movement
 - Backward cross, step forward

Teaching Points

Upper Body

- Maintain a strong core
- Minimal upper body movement.
- Upper body square and face outside the turn.

Lower Body

- Ankles and knees are flexed
- Approach turn with strong leading outside edge
- Alter body weight through the ball of the blade too initiate the turn
- Hips maneuver body to begin new direction of travel
- Exit turn with strong outside edge on the opposite foot that entered

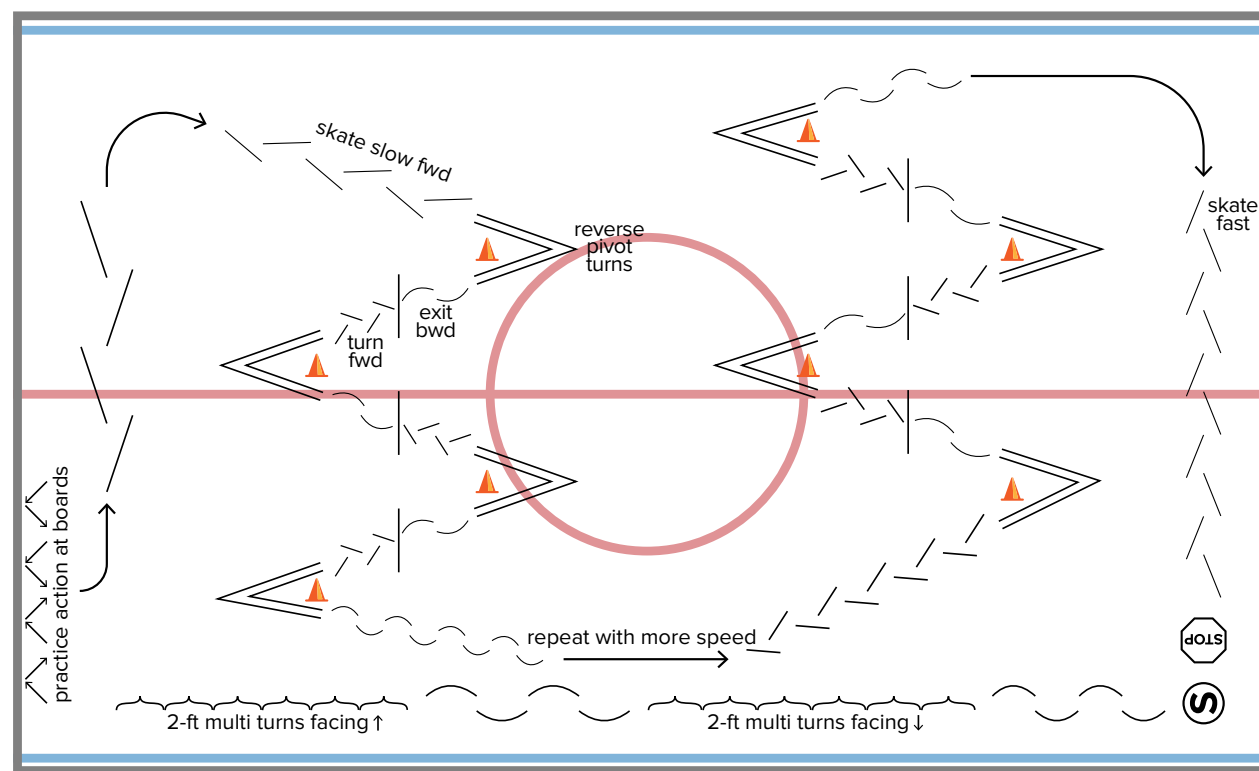
Stick

- Blade of the stick leads into the turn
- Lie of the blade maintains contact on the ice at all times

Note: Ringette players may hold stick off the ice, if no ring present

Ensure pattern on ice allows for skaters to skate backwards out of turn and then turn forward to prepare for entry of next turn.

Session 4 & 8: Agility Lesson





SESSION 4: DEVELOPMENT TIME

Format: Continuous Lane

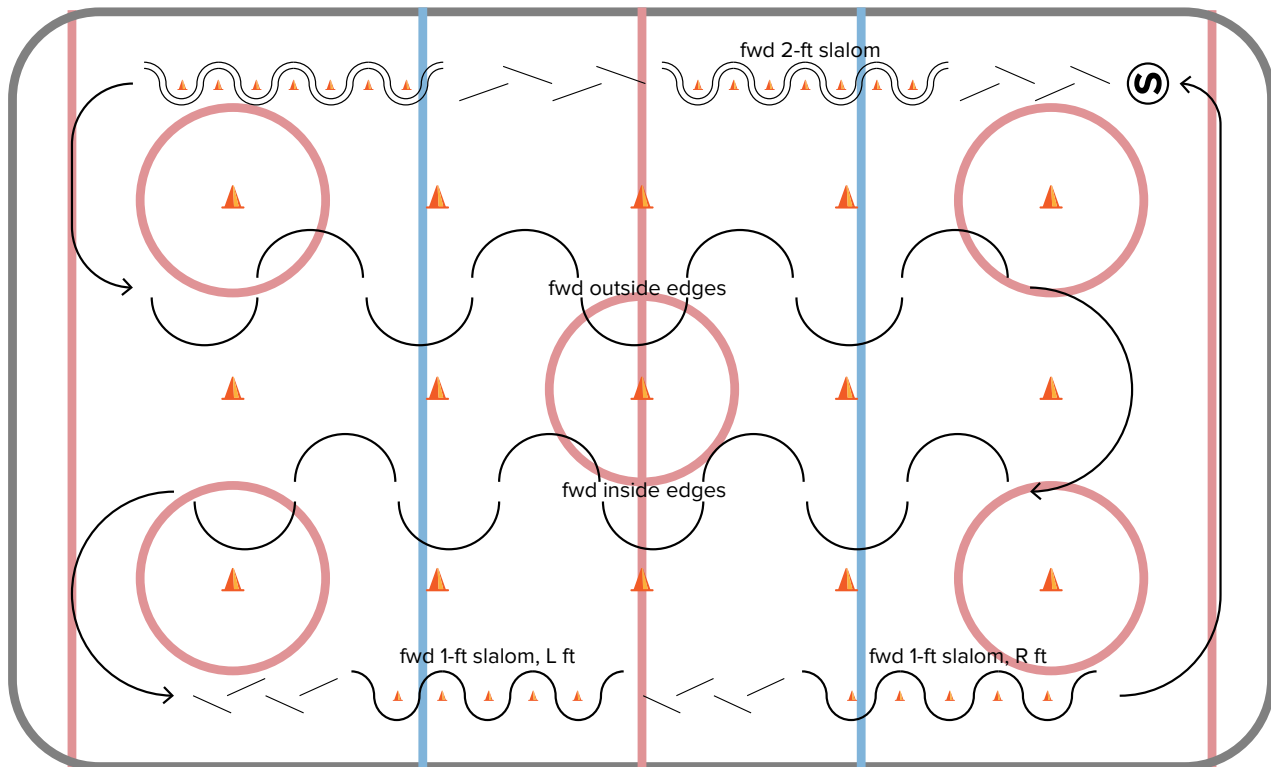
Main focus: Slalom and edges

> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Forward 2-foot slalom 	<ul style="list-style-type: none"> Forward outside edges 	<ul style="list-style-type: none"> Forward inside edges 	<ul style="list-style-type: none"> Forward 1-foot slalom (both feet)

Continue to repeat this pattern for accelerated development.

Session 4: Development Time



SESSION 4: COOL DOWN

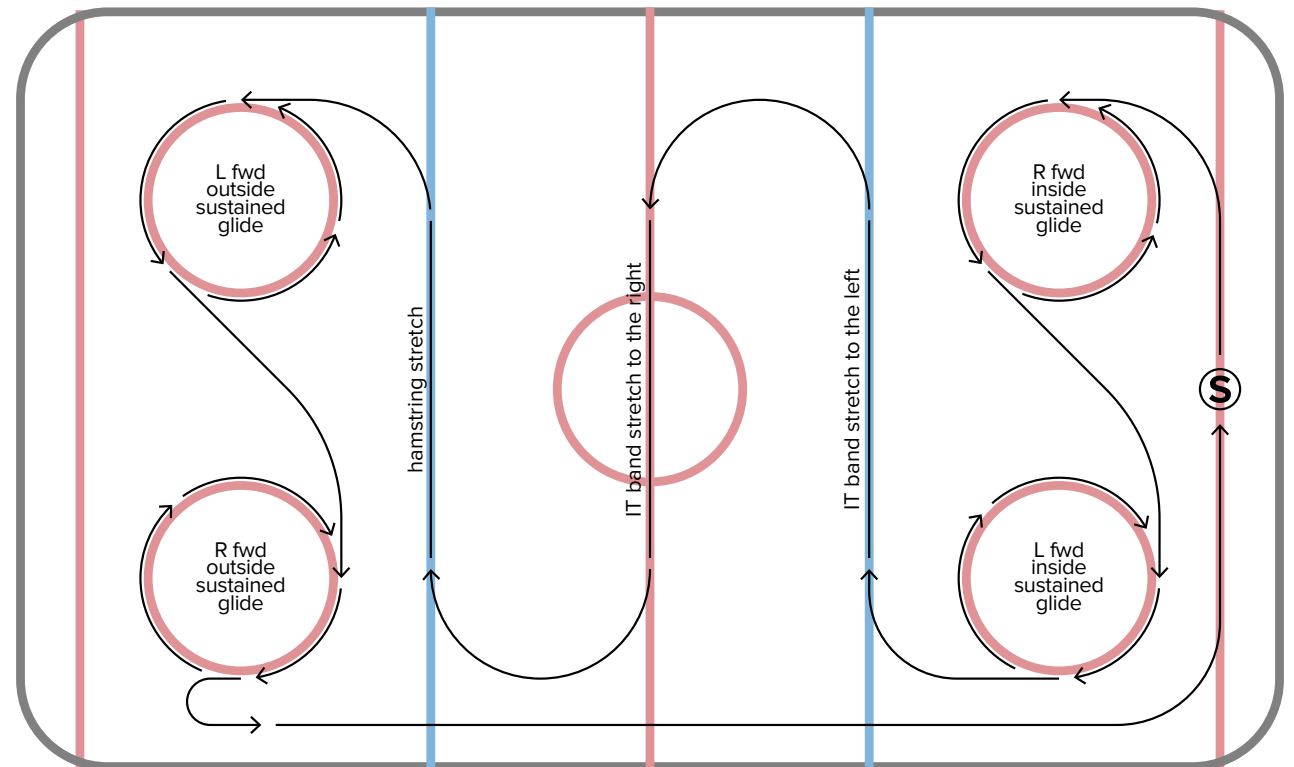
Format: Full ice

Main focus: Increase flexibility awareness, range of motion and lower heart rate

> Suggested Content

Complete pattern below executing sustained edge glides on the red circles, and IT band and hamstring stretches on the lines. Repeat backwards.

Session 4: Cool Down





SESSION 5: WARM UP

Format: 5 Circles

Main focus: Crossovers

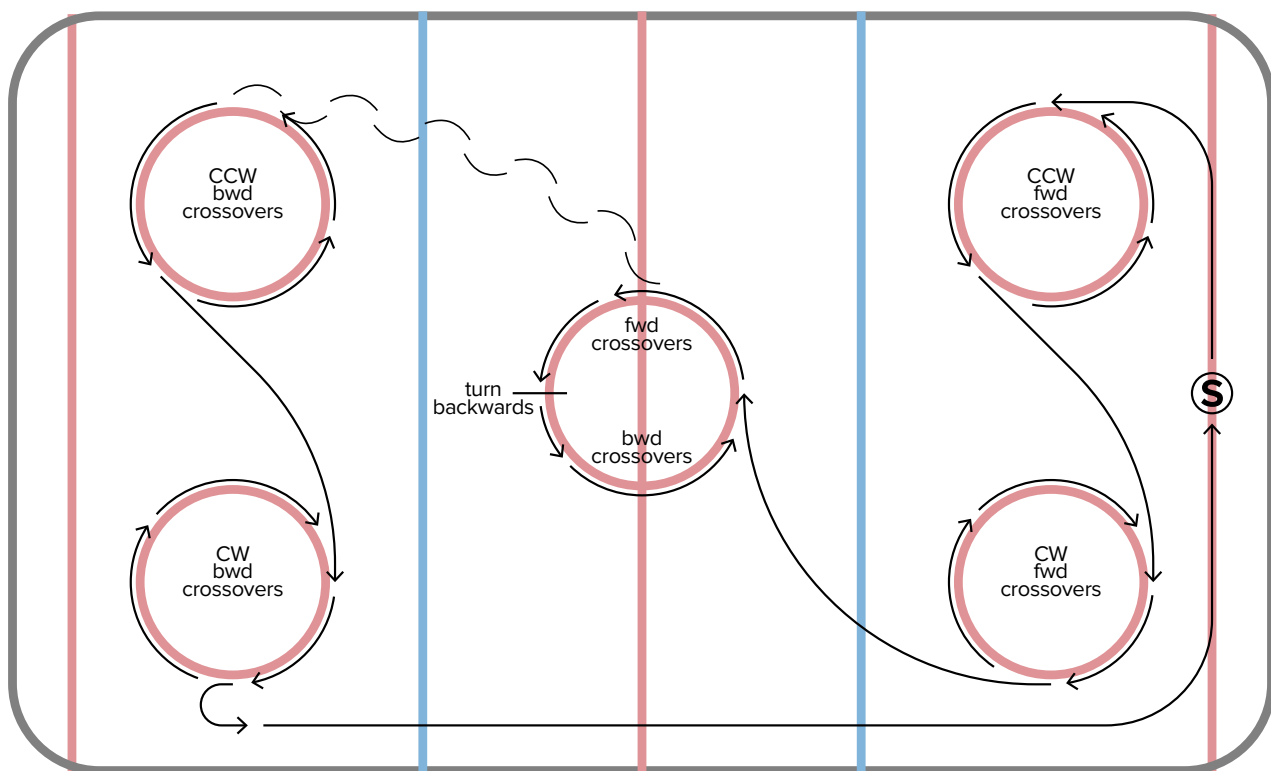
> Suggested Content

Have the skaters skate through a pattern on the ice, visiting all 5 circles to practice/warm up their crossovers. Continue the drill in a continuous manner for the entire warm up time.

Option:

Skaters could skate one pattern without a puck/ring, then skate the next pattern with (and repeat).

Session 5: Warm up



SESSION 5: BALANCE LESSON

Skills:

- Forward lateral movement

Rationale on Development:

Allows the player the ability to move from side to side swiftly to deke an opponent or to gain open ice to pursue the play.

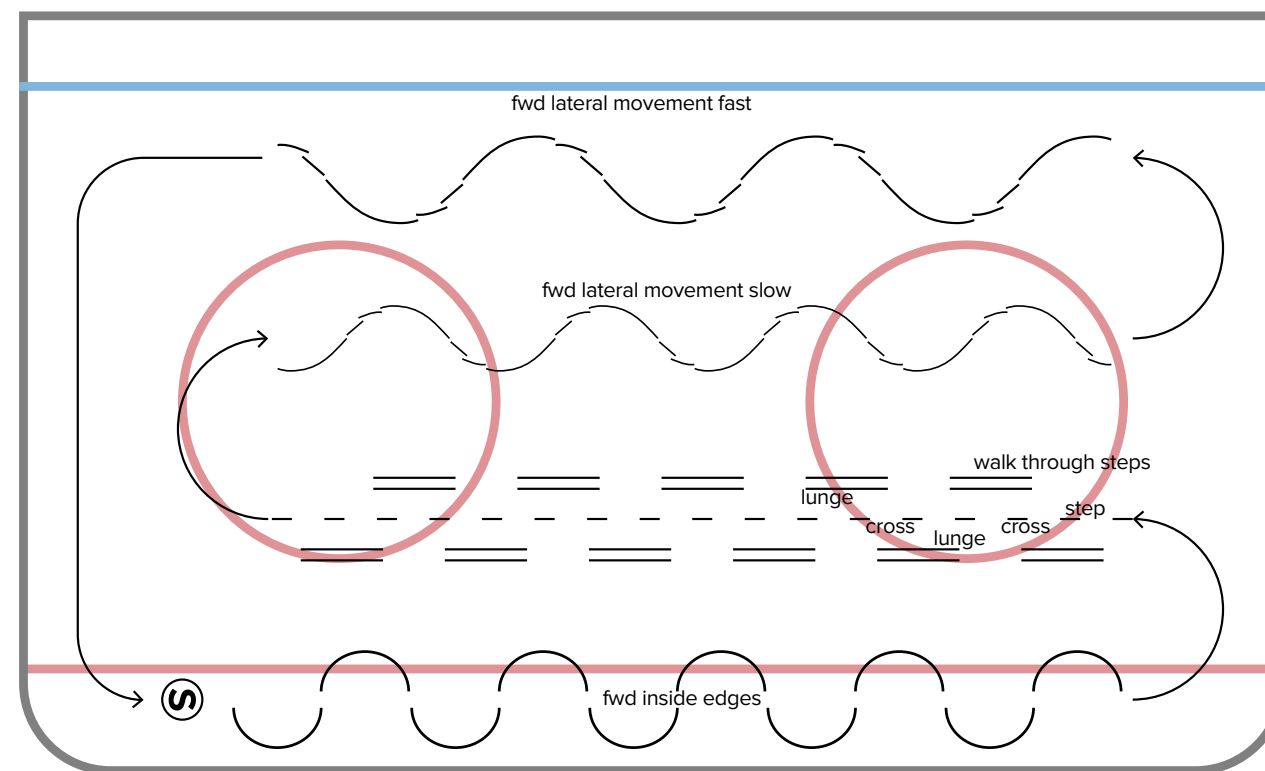
Progressions

- Walk through of steps and direction changes
- Crossovers in both directions
- Forward side lunges to emphasize weight transfer
- Slow, then add speed

Teaching Points

Upper Body	<ul style="list-style-type: none"> • Maintain a strong core • Upper body turns square to the new direction of travel
Lower Body	<ul style="list-style-type: none"> • Ankles and knees flexed, in low skating stance • Strong edge quality needed • Change of direction transfers from inside edge to inside edge • Quick, short and dynamic pushes allow skaters to change direction swiftly
Stick	<ul style="list-style-type: none"> • Lie of the blade maintains contact with the ice and is positioned in the center of the body • Strongly positioned leading into new direction of travel <p>Note: Ringette players may hold stick off the ice.</p>

Session 5: Balance Lesson





SESSION 5: CONTROL LESSON

Skills:

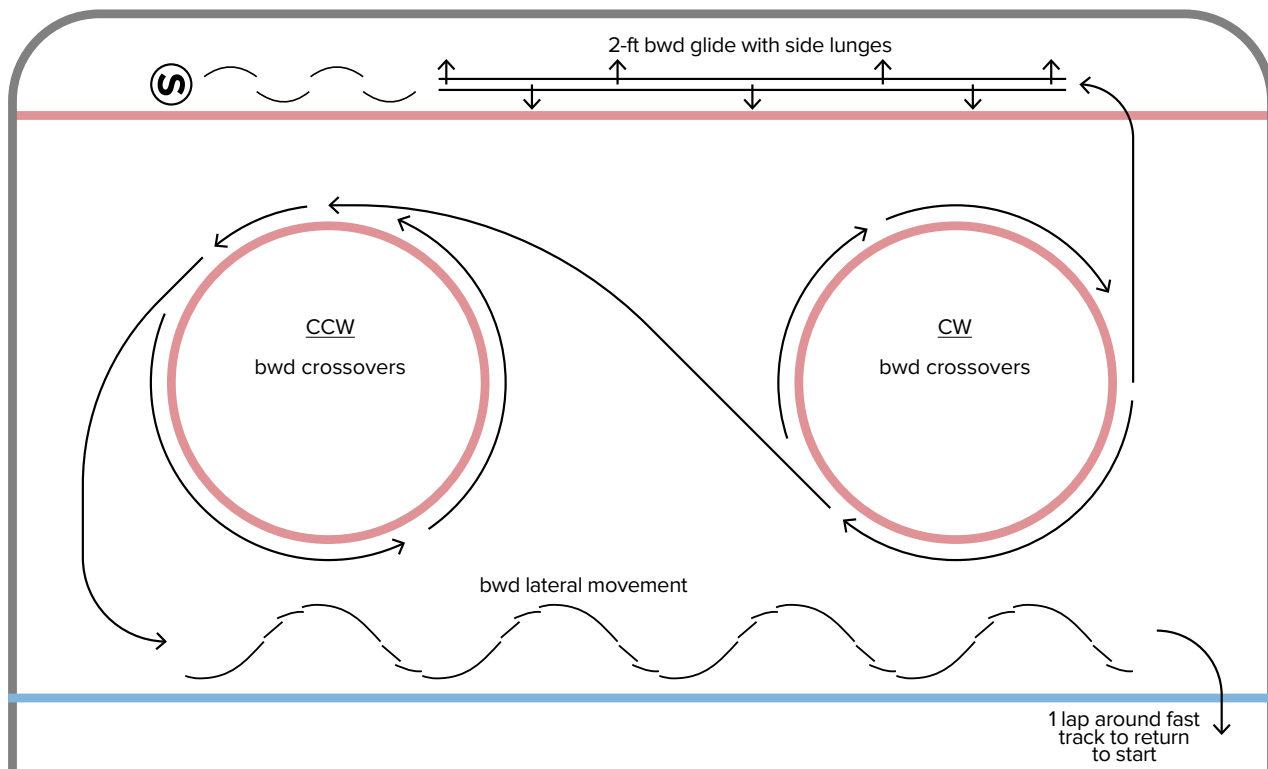
- Backward lateral movement

Rationale on Development:

Allows the player the ability to keep offensive player in visual range and avoid them from gaining open ice. Also used defensively to angle off an opponent out of play.

Progressions	Teaching Points
<ul style="list-style-type: none"> • Walk through of steps and direction changes • Crossovers in both directions • Backward side lunges to emphasize weight transfer • Slow, then add speed 	Upper Body <ul style="list-style-type: none"> • Maintain strong core • Maintain upper body control • Upper body stays square towards opponent
	Lower Body <ul style="list-style-type: none"> • Ankles and knees flexed • Maintain low center of gravity through skating stance • Strong edge quality needed • Change direction through transfer of weight • Shift in body weight is initiated from a back inside push into a crossover in the opposite direction • Connection through ball of the foot
	Stick <ul style="list-style-type: none"> • Stick positioned firmly in front of player • Lie of the blade maintains contact with the ice <p>Note: Ringette players may hold stick off the ice.</p>

Session 5: Control Lesson



SESSION 5: AGILITY LESSON

Skills:

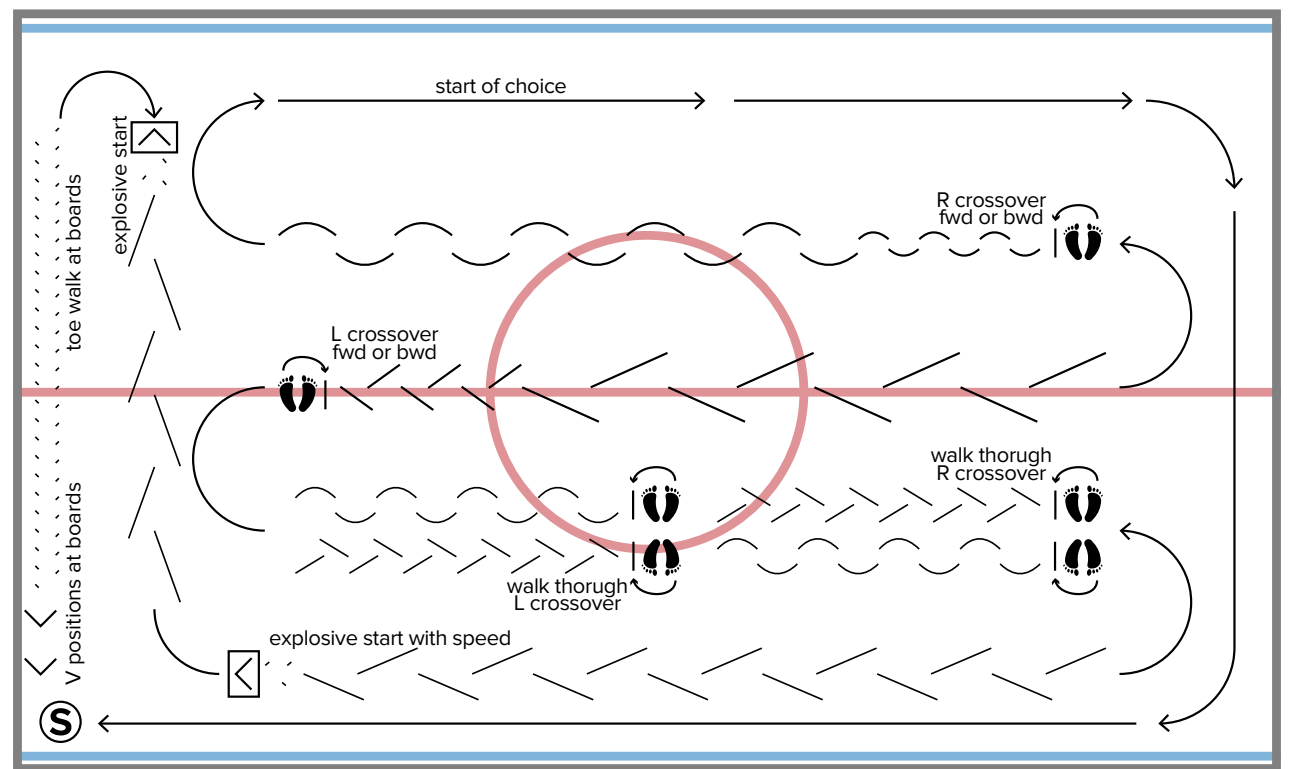
- Explosive start (forward V-start)
- Forward/Backward crossover start

Rationale on Development:

Allows a player to react quickly to changes in play, direction and to keep up with the pace of the game.

Progressions	Teaching Points
Explosive Start <ul style="list-style-type: none"> • Stationary V-position • At boards, roll onto toes in V-position • Toe walks • Slow, then add speed 	Upper Body <ul style="list-style-type: none"> • Maintain a strong core • Head and eyes focus forward <ul style="list-style-type: none"> • (Crossover Starts) body positioned perpendicular to direction of travel • Momentum gained by body lean toward new direction of travel
Crossover start <ul style="list-style-type: none"> • (Forwards or backwards) • Walk through start step sequence in each direction • Running lateral crossovers • Slow, then add speed 	
	Lower Body <ul style="list-style-type: none"> • Ankles and knees flexed in low stance Explosive Start <ul style="list-style-type: none"> • Force toes into the ice • Quick, choppy steps of off toes/inside edges (sprint technique) • Toe is last to leave the ice and snaps into recovery position • Open-up hips for sprint technique Forward Crossover Start <ul style="list-style-type: none"> • Crossover with strong blade angle, launch off the inside edge to begin • Toe is last to leave the ice and snaps into recovery position • Open-up hips for sprint technique Backward Crossover Start <ul style="list-style-type: none"> • Exaggerated undercut to maneuver hips/body backwards into the desired direction of travel • Powerful backward C-cut initiated perpendicular to the desired direction of travel
	Stick <ul style="list-style-type: none"> • Stick positioned firmly in front of player • Lie of the blade maintains contact with the ice <p>Note: Ringette players may hold stick off the ice, if no ring present.</p>

Session 5: Agility Lesson





SESSION 5: DEVELOPMENT TIME

Format: Fast Track & Inside Circuit

Main focus: Speed drill timing

> Rational for Development:

Midway point of a 10-week session. Good training opportunity. Coaches may use their discretion to decide whether to record times or not.

Directions

Set up pylons on the face off dots and goal line at goal crease. Have skater start at the blue line and instruct them to skate around the perimeter of the ice as fast as they can for 1 lap forward and 1 lap backwards, turning at the same spot they started from. Record their time.

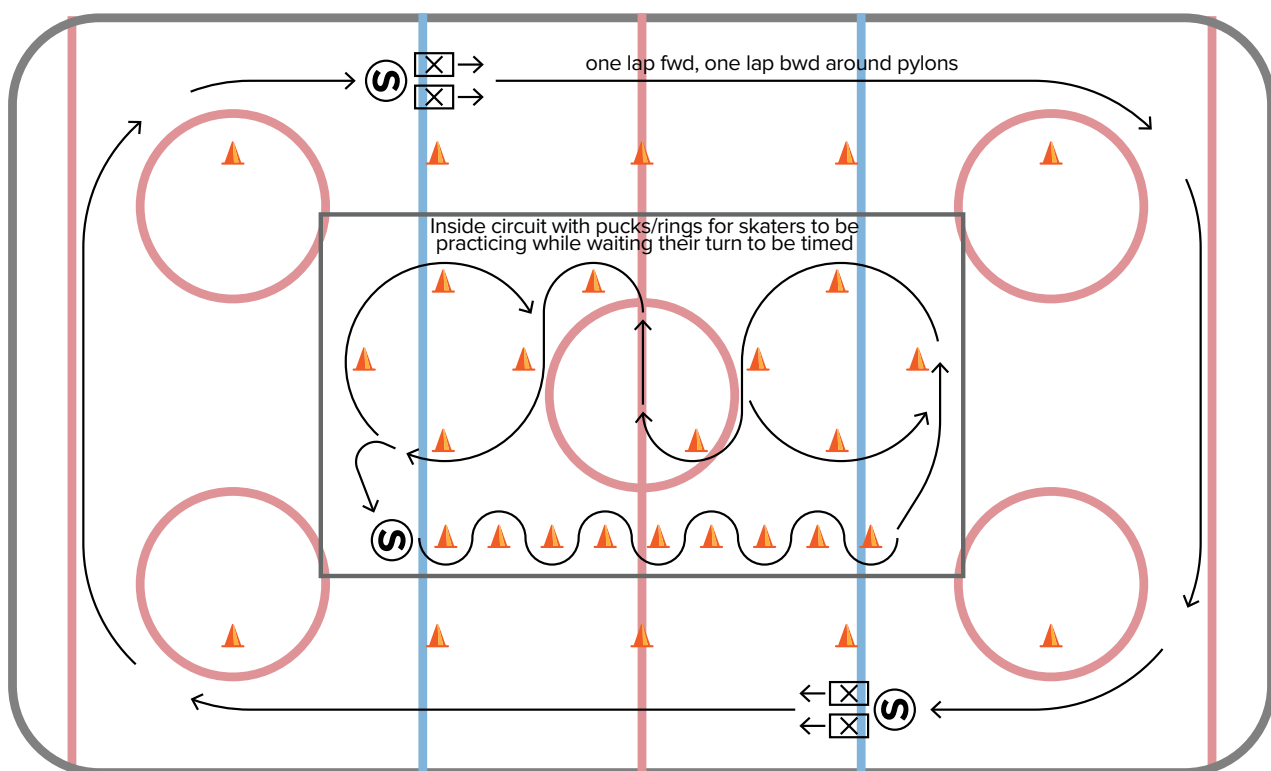
What to do with other skaters who are waiting:

- Create a circuit in the center of the ice for skaters to skate around carrying a puck or ring
- Provide an opportunity to train the Optional Timed Drills

To increase the number of skaters being timed, consider the following options:

- Use PAs to record times.
- Start 2 or 3 players at the same time.
- Use both sides of the ice as "STARTS" to allow for 2-6 skaters being timed at the same time. Be sure to have someone allocated to time on each start line.

Session 5: Development Time



SESSION 5: COOL DOWN

Format: Volcano

Main focus: Edges, increase flexibility awareness, range of motion and lower heart rate

> Suggested Content

Start the skaters in two lines behind the goal crease at one end. Complete the skills listed for each area. Have skaters alternate sides to ensure they get exposure to all skills. Ex: Skate through middle portion, exit to the right and perform designated skill. Skate through middle portion and exit to the left to perform designated skill. Repeat.

Middle Lane:

- Inside, outside edges
- Forwards then backwards
- Continue to repeat

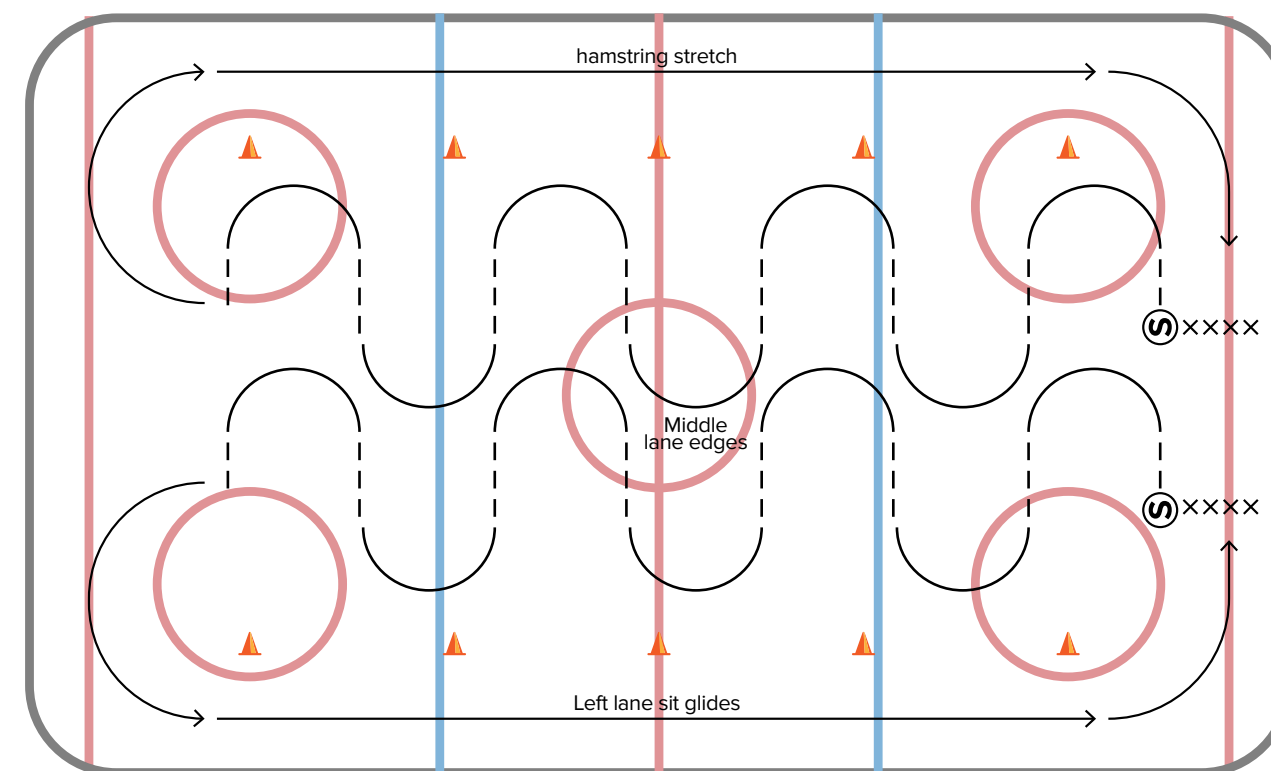
Right Lane:

- Forward skating into hamstring stretch (toe touch with stick parallel to ice)

Left Lane:

- Forward skating into a 2-foot deep knee bend sit glide (or 1-foot sit glide)

Session 5: Cool Down





SESSION 6: WARM UP

Format: 4 Lane Highway

Main focus: Balance

> Suggested Content

To keep skaters moving, send the second skater in each line to go when the 1st skater in each line has reached the top of the red circles or 1st blue line.

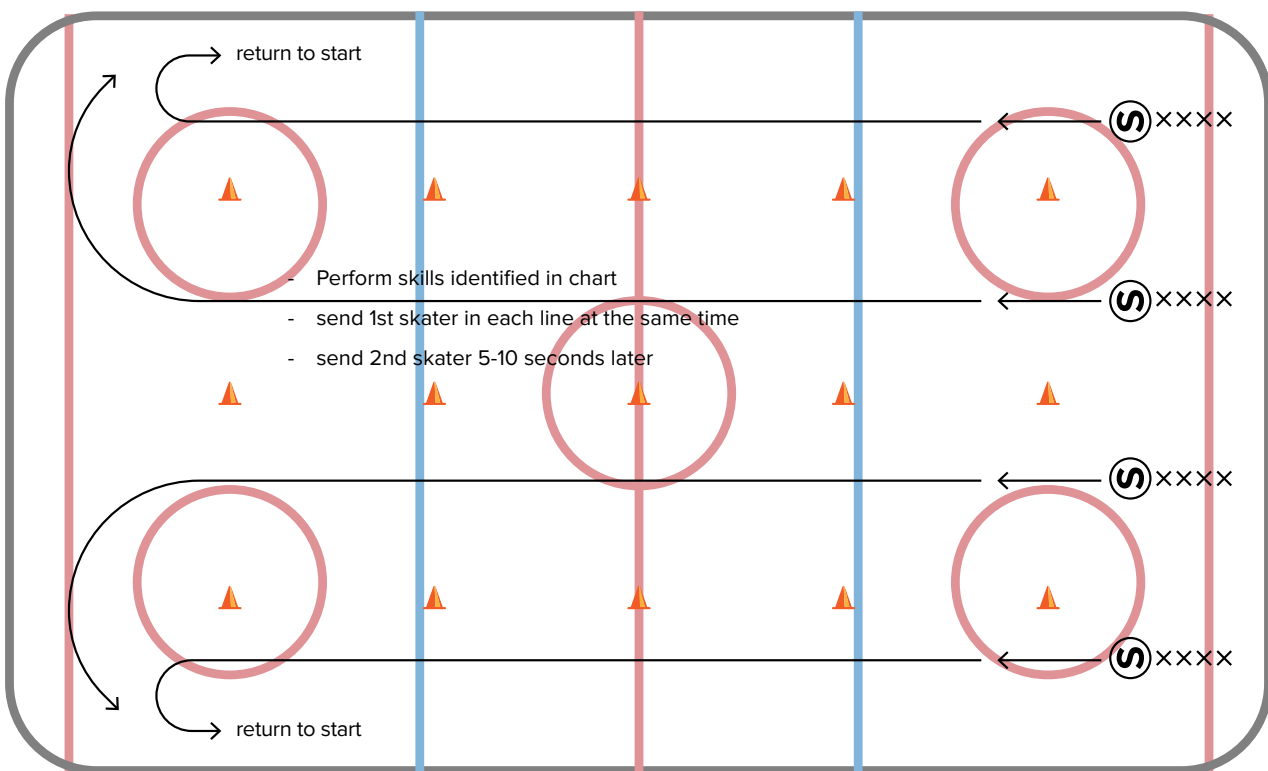
Line up skaters in 4 lines behind goal line (or just in front). Send them through the skills below:

- Fast forward skating
- Fast backward skating
- Forward lateral movement
- Backward lateral movement

Repeat.

To return to the start, have skaters skate down the side of the rink that is closest to them and perform some trunk rotations to loosen up their core.

Session 6: Warm up



SESSION 6: CHALLENGE DAY

Main focus: Challenge development using skills learned

> Rational for Development: To add variety, fun and challenge into the development of the skaters

Idea	Brief Description
Resistance Challenges	Using parachutes or partners, run through different drills where skaters experience resistance in their activity.
Obstacle Course	Set up an obstacle course for skaters that sees the performance of many types of skills, including skating, drop down drills, etc. Pucks or rings could be used as well.
Challenge Trial	An individual type series of challenges designed to push the limits of development. Examples include: longest one foot glide (forwards or backwards), fastest time through drill, longest 1-foot slalom, etc.
Soccer	Set up a station on the ice to play a soccer type game. Variations can include: ball contact with hands only, ball contact with feet only. Mission is to increase balance, awareness and agility.
Celebrity Player Day	Invite a higher-level hockey or ringette player to your day to run or participate in the challenge day.
Partner Work	Create circuits or drills to be done in pairs.
Theme Day	Ideas include: Wear your favourite jersey, Opposite day (If they shoot right, try left, instead of forwards, backwards, etc).
Sport Switch	Have the skaters try a new sport. If they are hockey, have them try ringette or sledge, etc.
Coach Challenge Day	Coach sets out different challenges to be conquered.
Relay Races	Create races that incorporate a variety of skills and challenges. Be mindful to have as few as possible skaters standing or waiting in line. The purpose of challenge day is to challenge. The Goal of the day is still 90% continuous movement.
Balance Challenges	Add a bean bag to the top of the helmet for some challenges.



SESSION 6: DEVELOPMENT TIME

Format: Continuous Lanes

Main focus: Stops and starts

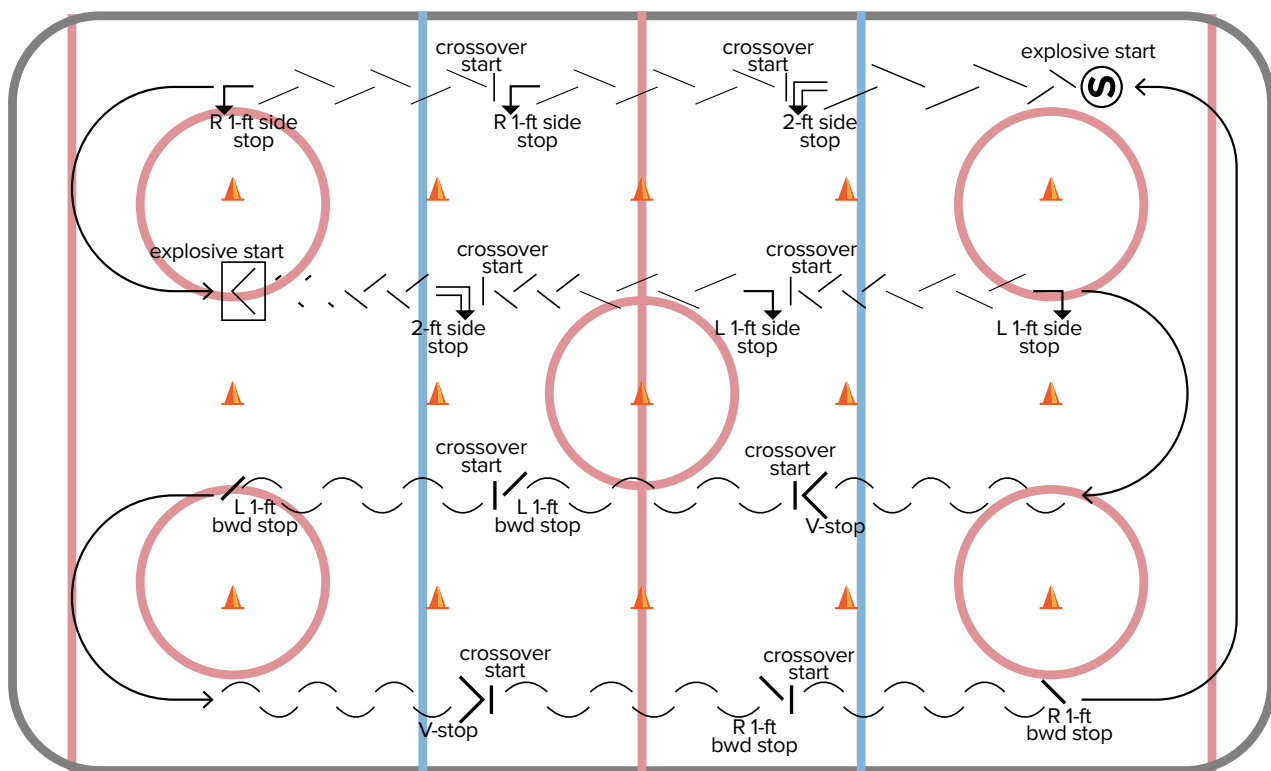
> Suggested Content:

For side stops – choose a direction or side of the rink that the skaters will identify as the focal wall. Perform all stops facing or towards this wall. This will ensure the skaters are practicing both directions.

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Skate forwards Stop at 1st blue line: 2-foot or 1-foot side stop Perform a crossover start to skate to next blue line Repeat 	<ul style="list-style-type: none"> Same as lane 1. Be sure to stop facing the “focal wall” 	<ul style="list-style-type: none"> Skate backwards. Stop at 1st blue line using a V-stop or backward 1-foot stop. Perform a crossover start towards the “focal wall” 	<ul style="list-style-type: none"> Same as lane 3. Be sure to perform the crossover towards the “focal wall”

Continue to repeat. To add challenge, this drill can be performed with a puck or ring.

Session 6: Development Time



SESSION 6 & 8: COOL DOWN

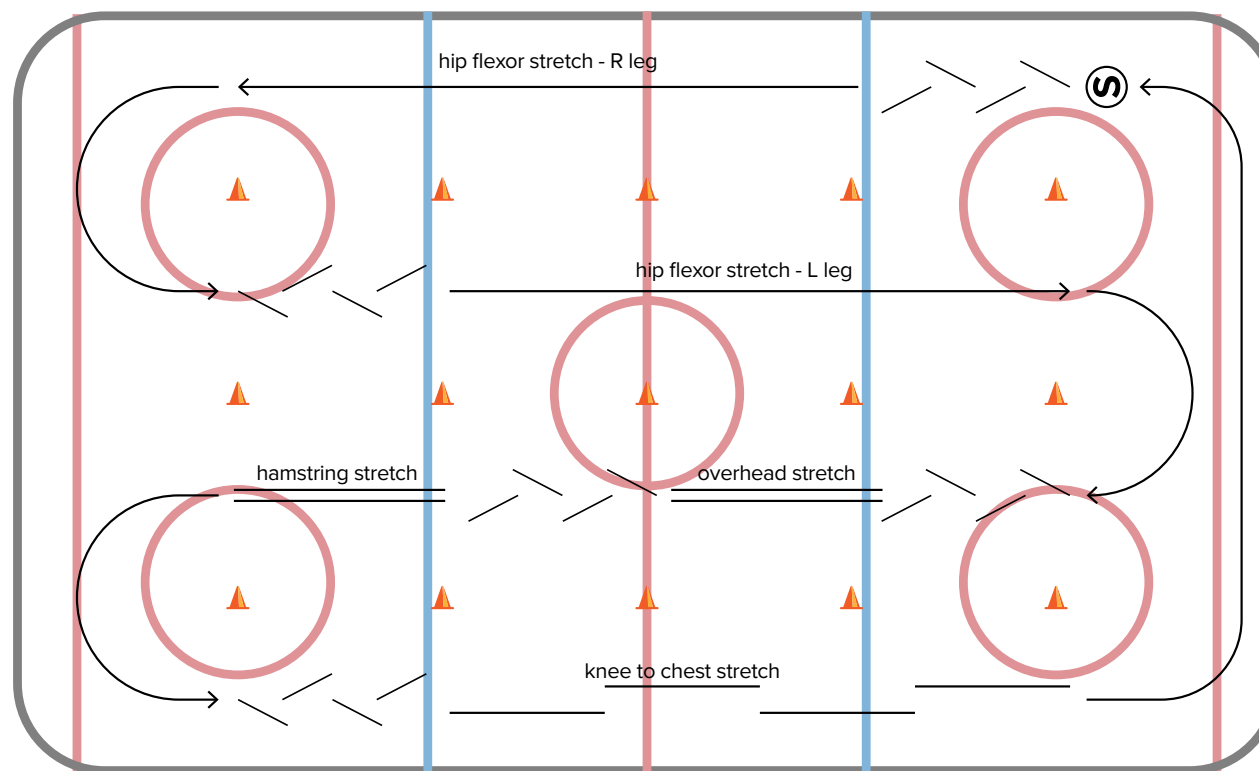
Format: Continuous Lanes

Main focus: Increase flexibility awareness, range of motion and lower heart rate

> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Hip flexor stretch: Forward skating into a forward drag with right leg 	<ul style="list-style-type: none"> Hip flexor stretch: Forward skating into a forward drag with left leg 	<ul style="list-style-type: none"> Overhead stretch and hamstring stretch: Forward skating into high stretch to a toe touch stretch 	<ul style="list-style-type: none"> Knee to chest stretch: Alternating knees up and pull into chest

Session 6 & 8: Cool Down





SESSION 7: WARM UP

Format: 4 Lane Highway

Main focus: Agility and Power

> Suggested Content:

To keep skaters moving, send the second skater in each line to go when the 1st skater in each line has reached the top of the red circles or 1st blue line.

Line up skaters in 4 lines behind goal line (or just in front). Send them through the skills below:

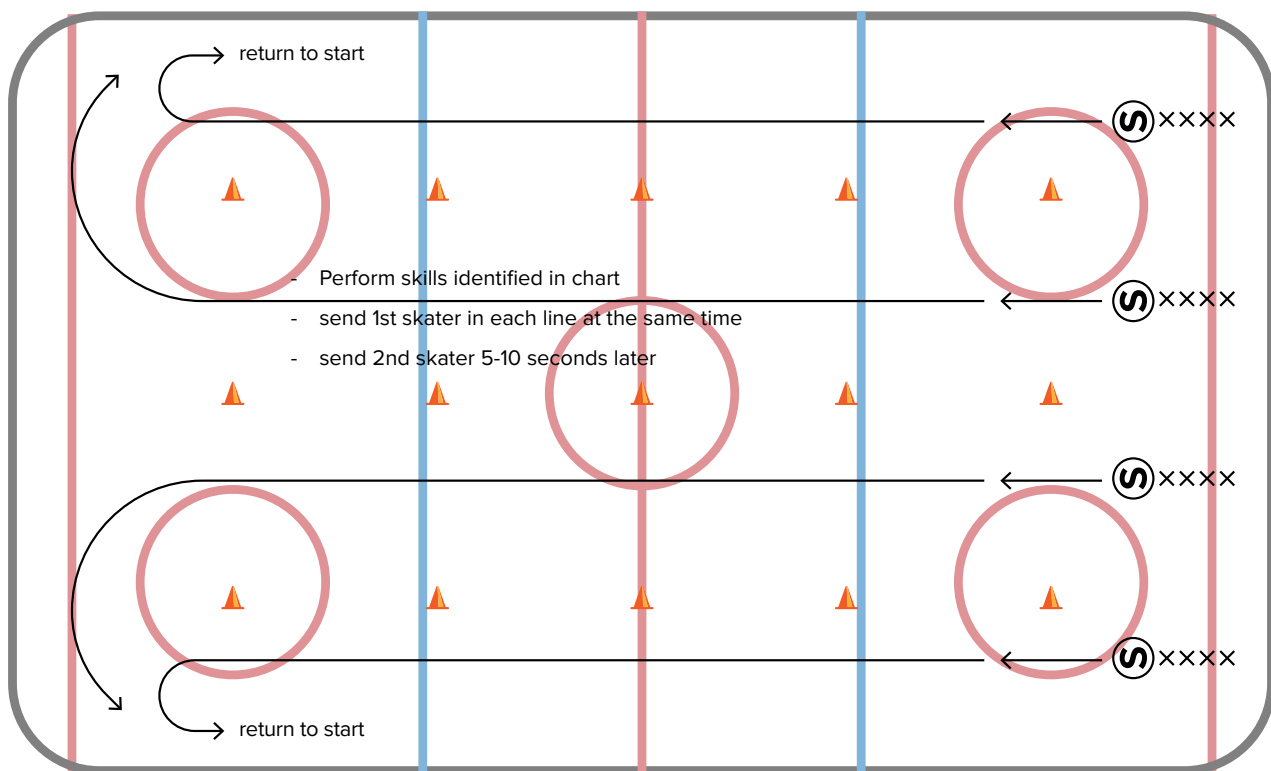
- Fast forward skating
- Forward 360° step turn clockwise
- Forward 360° step turn counter-clockwise
- Forward 2-foot deep knee bend sit glide
- Forward 2-foot slalom
- Alternating hip rotations

Have the skaters sprint along the side of the rink closest to them to return to start.

Options:

- To challenge core strength and balance, have the skaters hold their stick parallel to the ice straight out in front or over their heads during the glides.

Session 7: Warm up



SESSION 3 & 7: BALANCE LESSON

Skills:

- Forward edges: Inside and outside
- Sustained edges: Inside, outside (both feet/ directions)

Rationale on Development:

All skating skills are built from edges (crossovers, tight turns, eagle turns, C-Step, lateral movement etc). The ability to be comfortable on all edges will allow for quality development of all skating skills and the player to be agile in all game situations.

Progressions

Edges:

- 2-foot glide on curves
- 2 to 1-foot glide on curves
- Assisted

Sustained edges:

- 2 to 1-foot glide on the circle
- 1-foot glides on the circles, gradually increasing length of glide
- Assisted

Teaching Points

Upper Body

- Maintain a strong core
- Maintain upper body control
- Head and eyes focusing forward
- Allow slight body-lean to into the edge

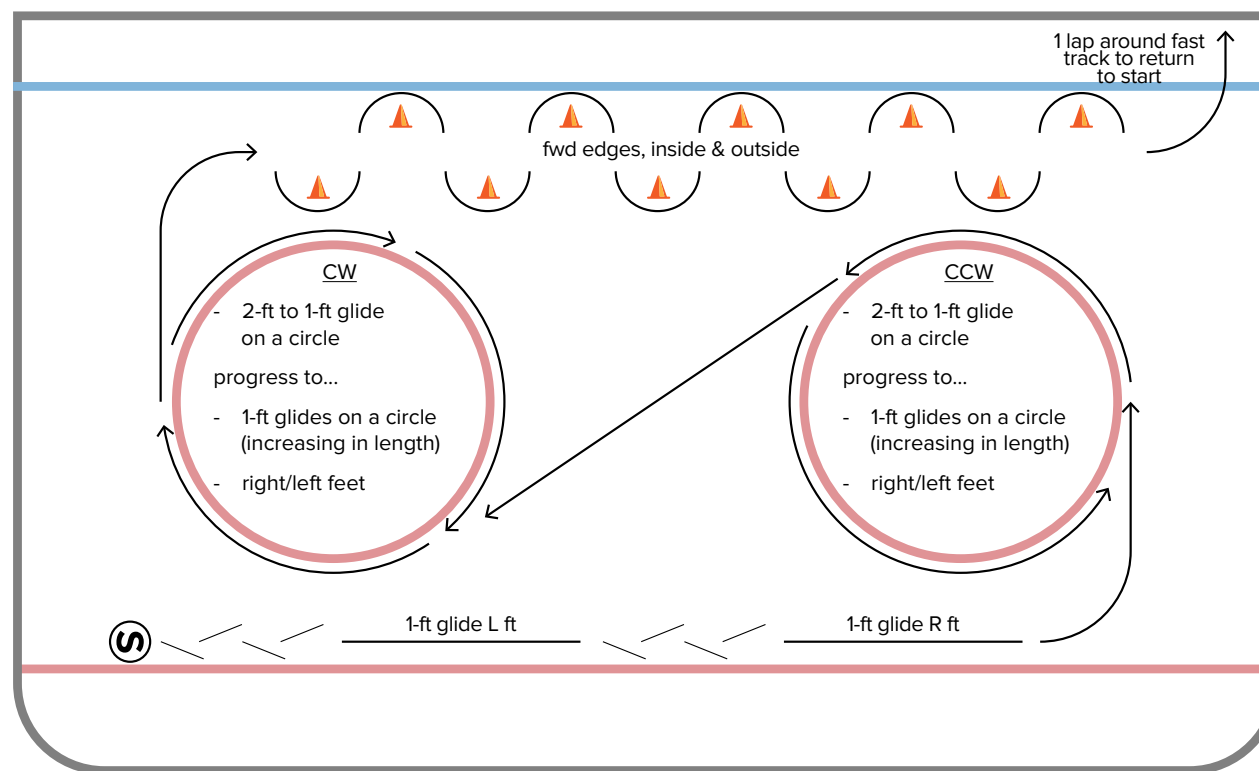
Lower Body

- Ankles and knees flexed in low skating stance
- Free-foot controlled
- Connection through ball of the foot

Stick

- Lie of the blade maintains contact with the ice and is positioned in the center of the body
 - One or two hands on the stick
- Note: Ringette players may hold stick off the ice.

Session 3 & 7: Balance Lesson





SESSION 3 & 7: CONTROL LESSON

Skills:

- Backward edges: Inside and outside
- Sustained edges: Inside, outside (both feet/ directions)

Rationale on Development:

All skating skills are built from edges (crossovers, eagle turns, C-Step, lateral movement etc). The ability to be comfortable on all edges will allow for quality development of all skating skills and the player to be agile of in all game situations.

Progressions**Edges:**

- Forward edges
- Backward 2-foot glide on curves
- Backward 2 to 1-foot glide on curves
- Assisted

Sustained edges:

- Forward sustained edges
- Backward 2 to 1-foot glide on the circle
- Backward 1-foot glides on the circles, gradually increasing length of glide
- Assisted

Teaching Points**Upper Body**

- Maintain a strong core
- Maintain upper body control
- Head and eyes focusing forward
- Allow slight body-lean to into the edge

Lower Body

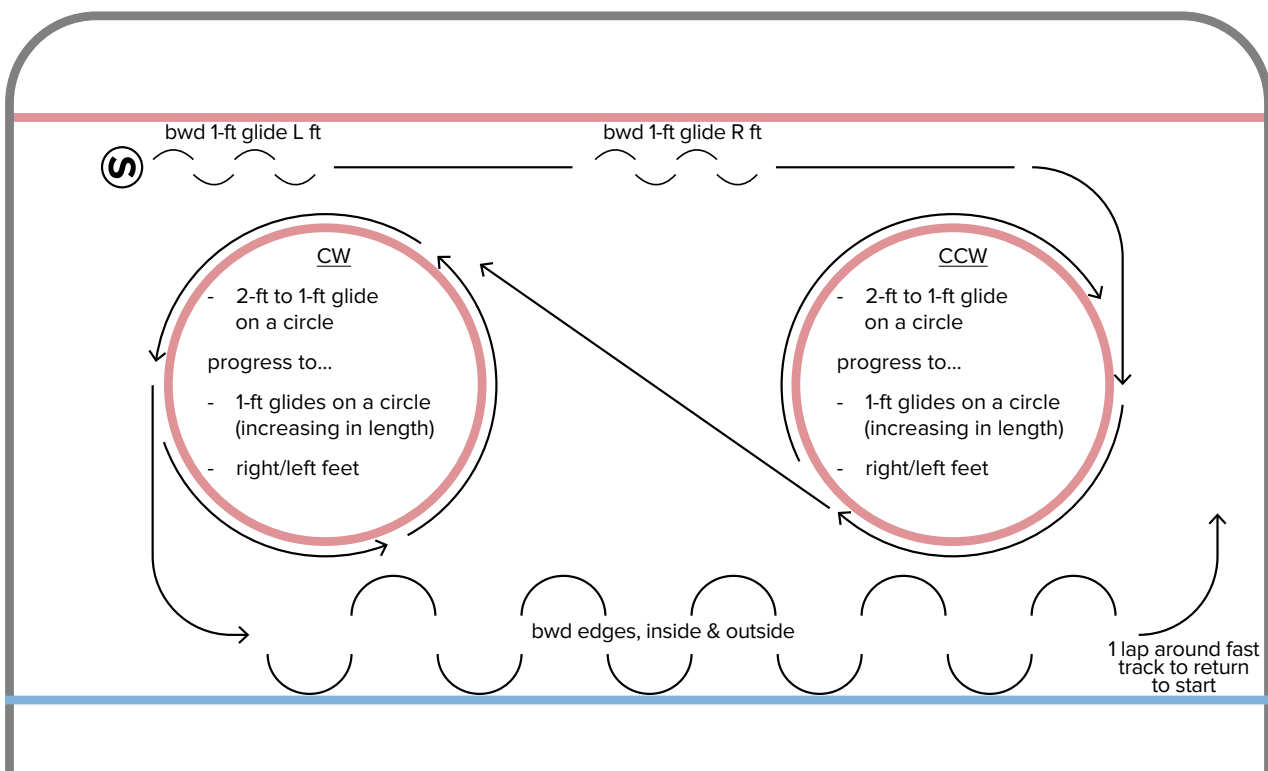
- Ankles and knees flexed in low skating stance
- Free-foot controlled
- Connection through ball of the foot

Stick

- Lie of the blade maintains contact with the ice and is positioned in the center of the body
- One or two hands on the stick

Note: Ringette players may hold stick off the ice.

Session 3 & 7: Control Lesson



SESSION 7: AGILITY LESSON

Skills:

- 2-foot slaloms (forwards and backwards)
- 1-foot slaloms (forwards and backwards)
- 180° tight turns & 360° tight turns
- AND/OR Eagle turns & C-Step

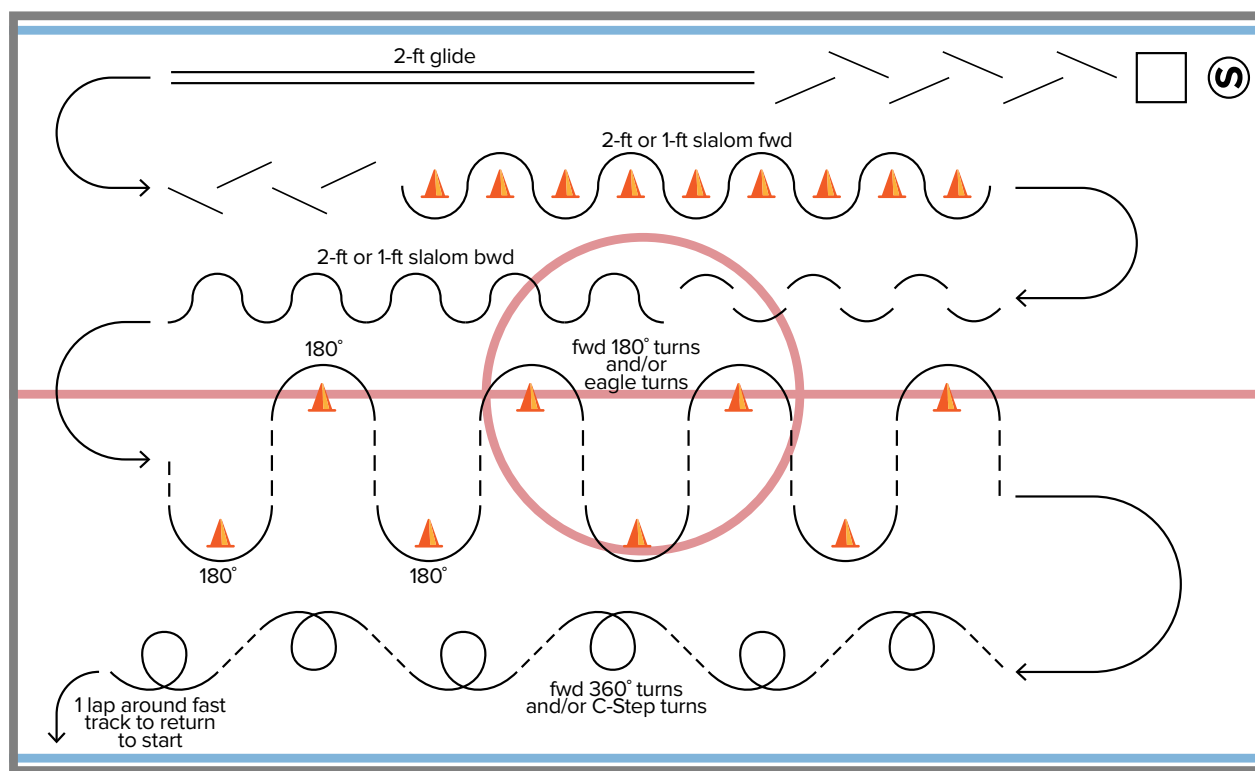
Rationale on Development:

Players can react quickly to directional changes in a game without stopping. Allows players to shift between edges effortlessly for quick agile movements maintaining forwards or backwards momentum.

Progressions: See Agility Lessons in Sessions 1, 2 & 3

	Teaching Points: Slaloms	Teaching Points: Tight Turns	Teaching Points: Eagles/C-Step
Upper Body	<ul style="list-style-type: none"> • Maintain a strong core • Some natural upper body movement • Head and eyes focusing forward 	<ul style="list-style-type: none"> • Maintain a strong core • Head and shoulder square up to new direction of travel 	<ul style="list-style-type: none"> • Maintain a strong core • Upper body square to inside edges • Minimal upper body movement
Lower Body	<ul style="list-style-type: none"> • Ankles and knees flexed • Connection through the ball of the foot • Rhythmical unweighting during transfer and change of edge • Free-foot controlled 	<ul style="list-style-type: none"> • Feet staggered with inside foot leading (heel to toe) • Equal pressure on both feet through the ball of the foot • Skates should be on defined edges • Ankles and knees flexed, and low stance maintained 	<ul style="list-style-type: none"> • Ankles and knees are flexed and maintain low stance • Hips are open • Forward and backward inside edges are utilized at the same time • Eagle: Maintain equal pressure on both blades through the ball of the boot • C-Step: transfer of weight from one foot to the other
Stick	<ul style="list-style-type: none"> • Lie of the blade maintains contact with the ice • One hand or two hands on the stick • Players may attempt 2-foot slalom with a puck • 1-foot slalom is a no puck skill 	<ul style="list-style-type: none"> • Two hands on the stick • Upper hand on the butt end of the stick which controls stick direction • Lower hand mid-shaft • Lie of the blade maintains contact with the ice at all times and toe of stick leads into the turn ice, if no ring present. 	<ul style="list-style-type: none"> • Stick held in front of turn • Lie of the blade maintains contact with the ice • Note: Puck/ring may be stationary during the eagle turn as the skater glides around it • Note: Ringette players may hold stick off the ice, if no ring present.

Session 7: Agility Lesson





SESSION 7: DEVELOPMENT TIME

Format: 5 Circles

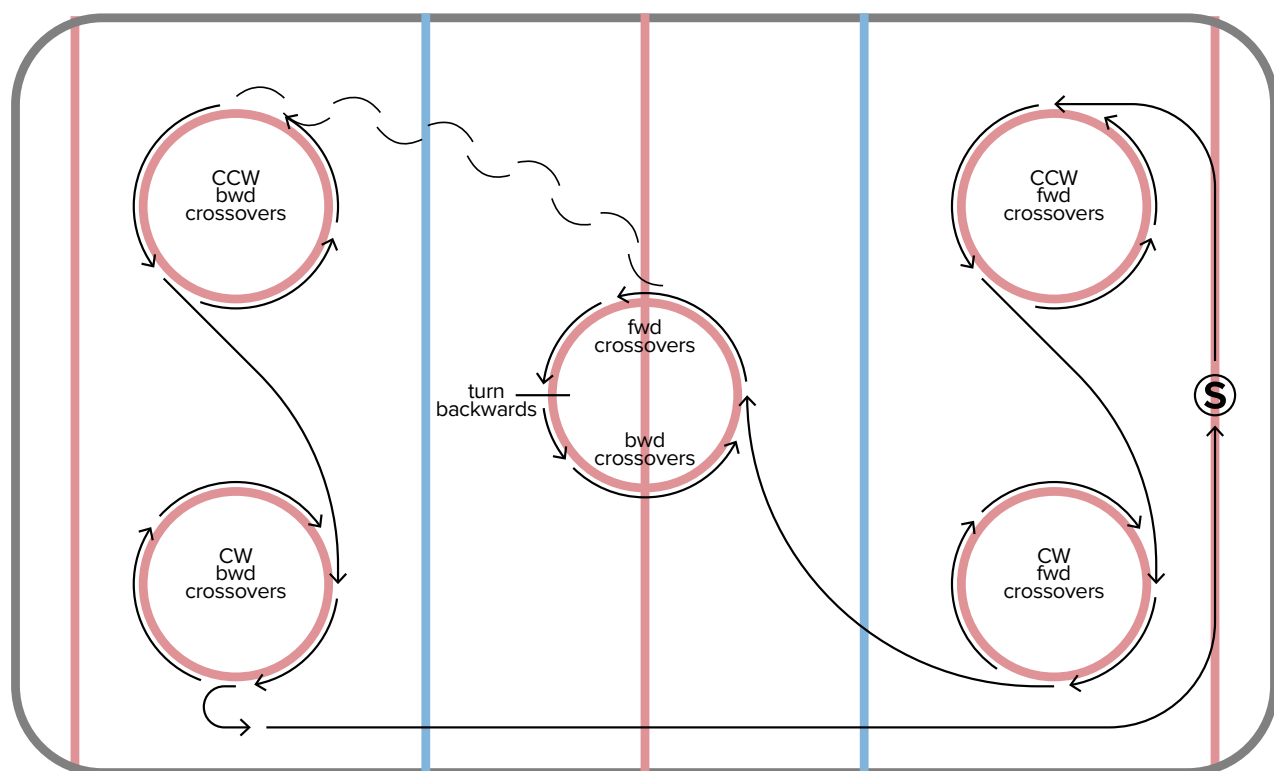
Main focus: Crossovers

> Rationale for Development: Continue development for proficiency and power

Directions

- Follow the pattern below. For a challenge, have the skater carry a puck or ring.

Session 7: Development Time



SESSION 1 & 7: COOL DOWN

Format: Continuous Lanes

Main focus: Increase flexibility awareness, range of motion and lower heart rate

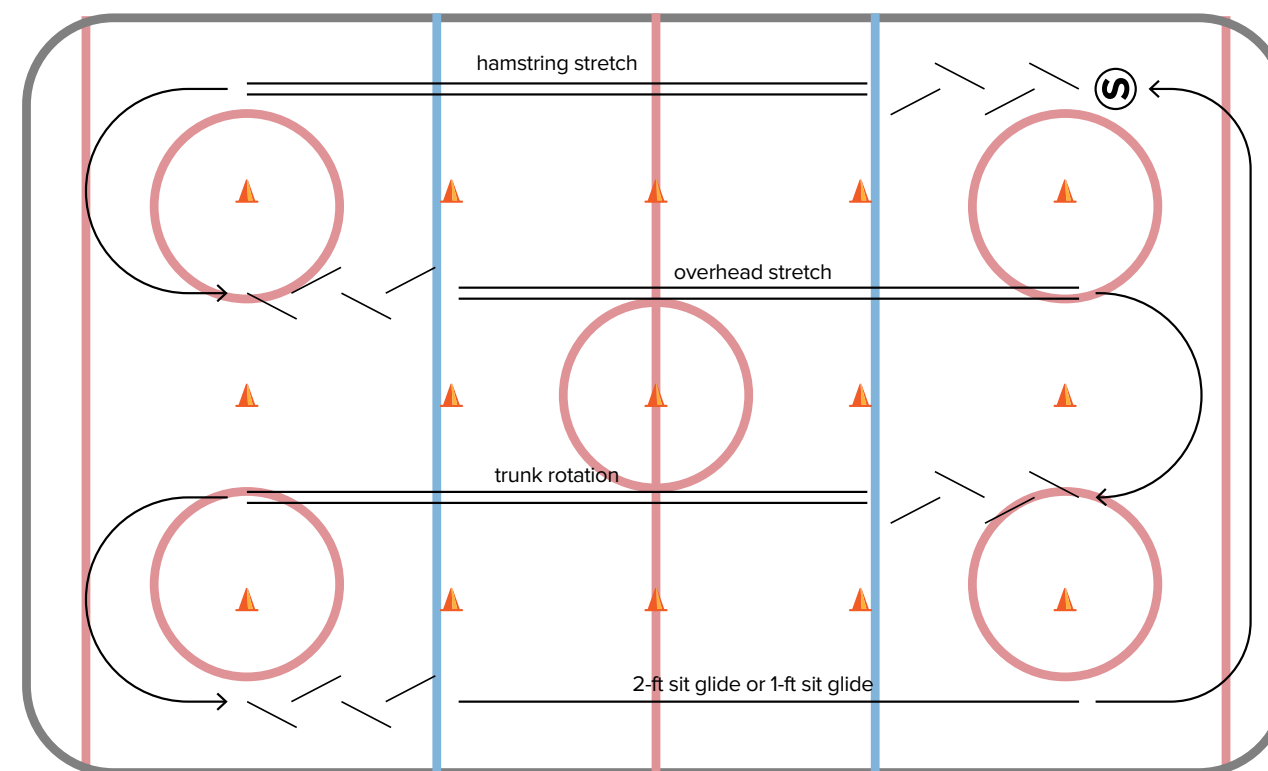
> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Hamstring stretch: 2-foot glide with toe touch, stick parallel to ice 	<ul style="list-style-type: none"> Overhead stretch: 2-foot glide with stick up (as high as possible), parallel to ice 	<ul style="list-style-type: none"> Trunk rotation: 2-foot glide with stick behind shoulders, add twists from side to side 	FUN: <ul style="list-style-type: none"> 2-foot sit glide with arms in front OR <ul style="list-style-type: none"> Challenge: 1-foot sit glide
<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> Same – backwards

Options:

- Have skaters go through the lanes forwards, then switch to backwards and continue to alternate for 5 mins.
- Run the skaters through the forward lanes for 2 – 3 times before switching to backwards.

Session 1 & 7: Cool Down





SESSION 8: WARM UP

Format: Volcano

Main focus: Lateral movement, power

> Suggested Content:

Middle Lane:

- Forward lateral movement
- Backward lateral movement
- Repeat

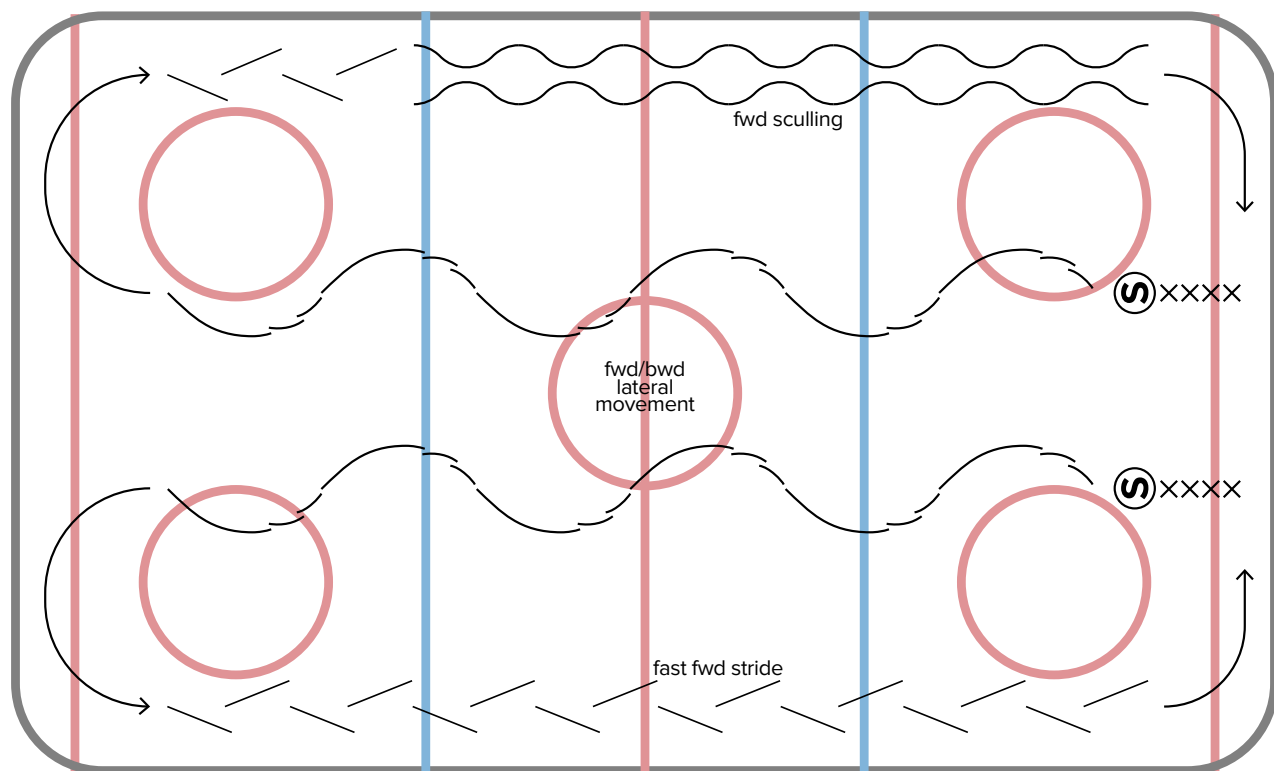
Right Lane:

- Forward deep knee bend sculling

Left Lane:

- Fast forward skating

Session 8: Warm up



SESSION 2 & 8: BALANCE LESSON

Skills:

- Forward stride

Rationale on Development:

Forward strides are used throughout the game to move in a forward direction. Training proper mechanics of a stride will help improve stride power and efficiency.

Progressions

- Forward sculling
- 1-foot sculling (one each foot)
- 1-foot strides, full extension
- Alternating slow strides with toe drag
- Slow and then add speed
- Add resistance (parachute or another player)

Teaching Points

Upper Body

- Maintain a strong core
- Head and eyes focusing forward
- Arms move in sync with stride in linear motion, like running

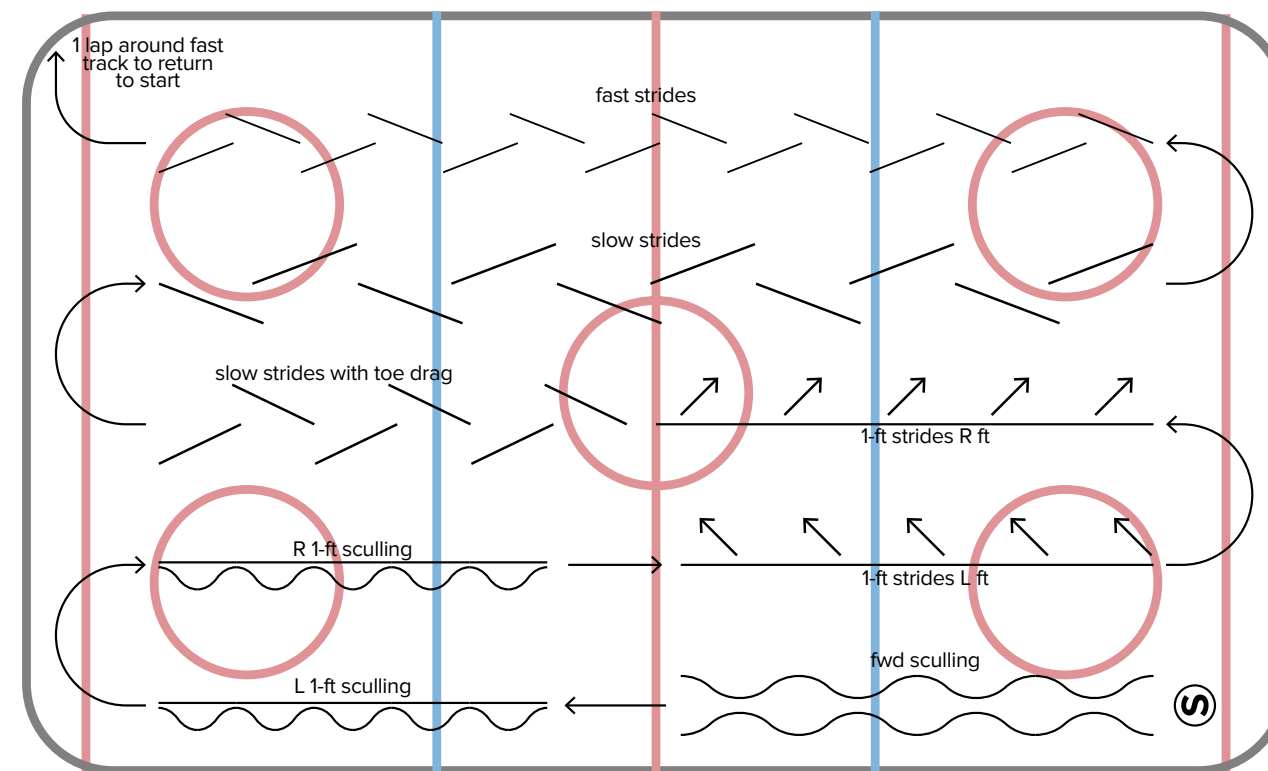
Lower Body

- Ankles and knees flexed in low skating stance
- Connection through ball of the foot
- Quick return of free-foot
- Utilize full range of motion of hip, knee, ankle-pushing through full extension (toe is last to leave the ice)
- More knee and ankle flexion allows for greater extension and therefore generates more power

Stick

- Top hand carries the stick at all times
 - Lie of the blade maintains contact with the ice and is positioned in the center of the body
 - One or two hands on the stick
- Note: Ringette players may hold stick off the ice.

Session 2 & 8: Balance Lesson





SESSION 2 & 8: CONTROL LESSON

Skills:

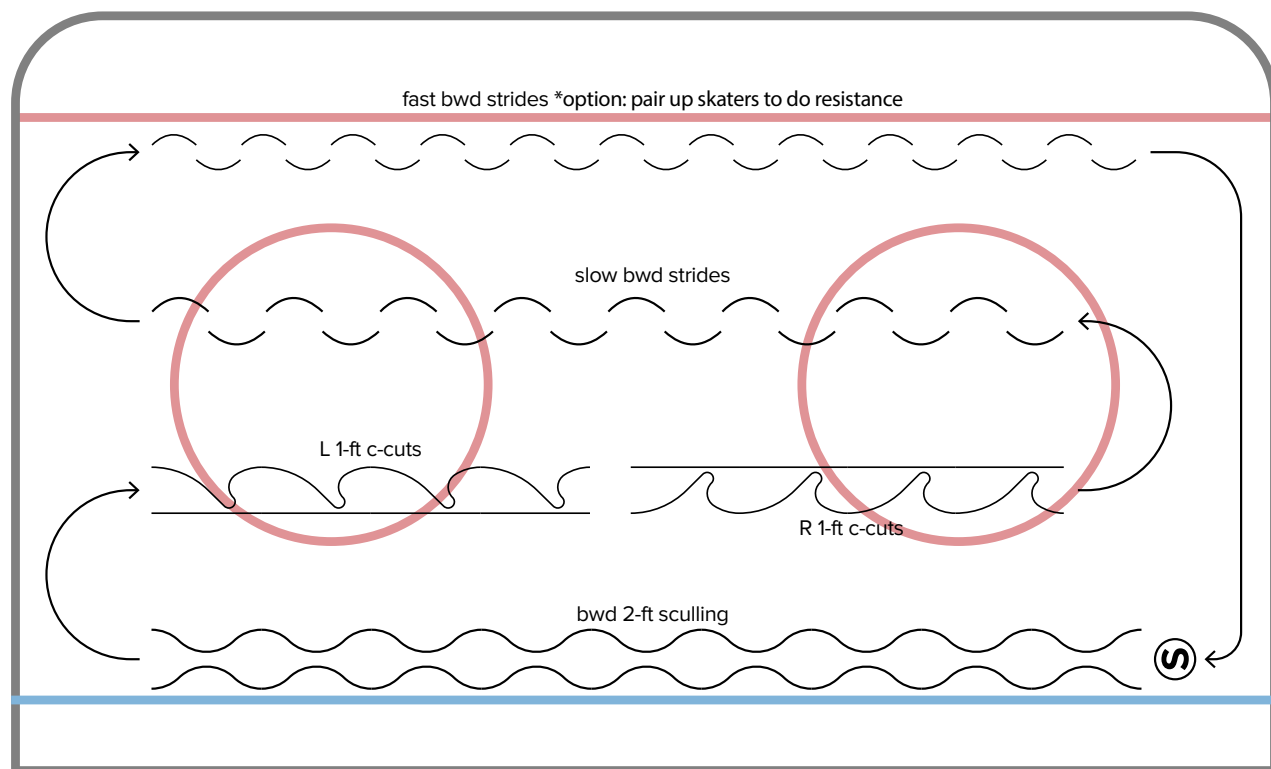
- Backward stride

Rationale on Development:

Backward strides are used throughout the game to move in a backward direction. Extremely important for defensive play. Training proper mechanics of a stride will help improve stride power and efficiency.

Progressions	Teaching Points	
<ul style="list-style-type: none"> • Backward sculling • 1-foot c-cuts (sculls). Can be ½ hearts as well • Slow and then add speed • Add resistance (another player) 	Upper Body	<ul style="list-style-type: none"> • Maintain a strong core • Head and eyes focusing forward • Maintain upper body control
	Lower Body	<ul style="list-style-type: none"> • Ankles and knees flexed in low skating stance • Connection through mid-front of the blade • Inside edge applied C-cut (or half heart push) • Quick return of free-foot • Utilize full range of motion of hip, knee, ankle-pushing through full extension • More knee and ankle flexion allows for greater extension and therefore generates more power
	Stick	<ul style="list-style-type: none"> • Top hand carries the stick at all times • Lie of the blade maintains contact with the ice and is positioned in the center of the body • One hand on the stick <p>Note: Ringette players may hold stick off the ice.</p>

Session 2 & 8: Control Lesson



SESSION 4 & 8: AGILITY LESSON

Skills:

- Reverse pivot turn

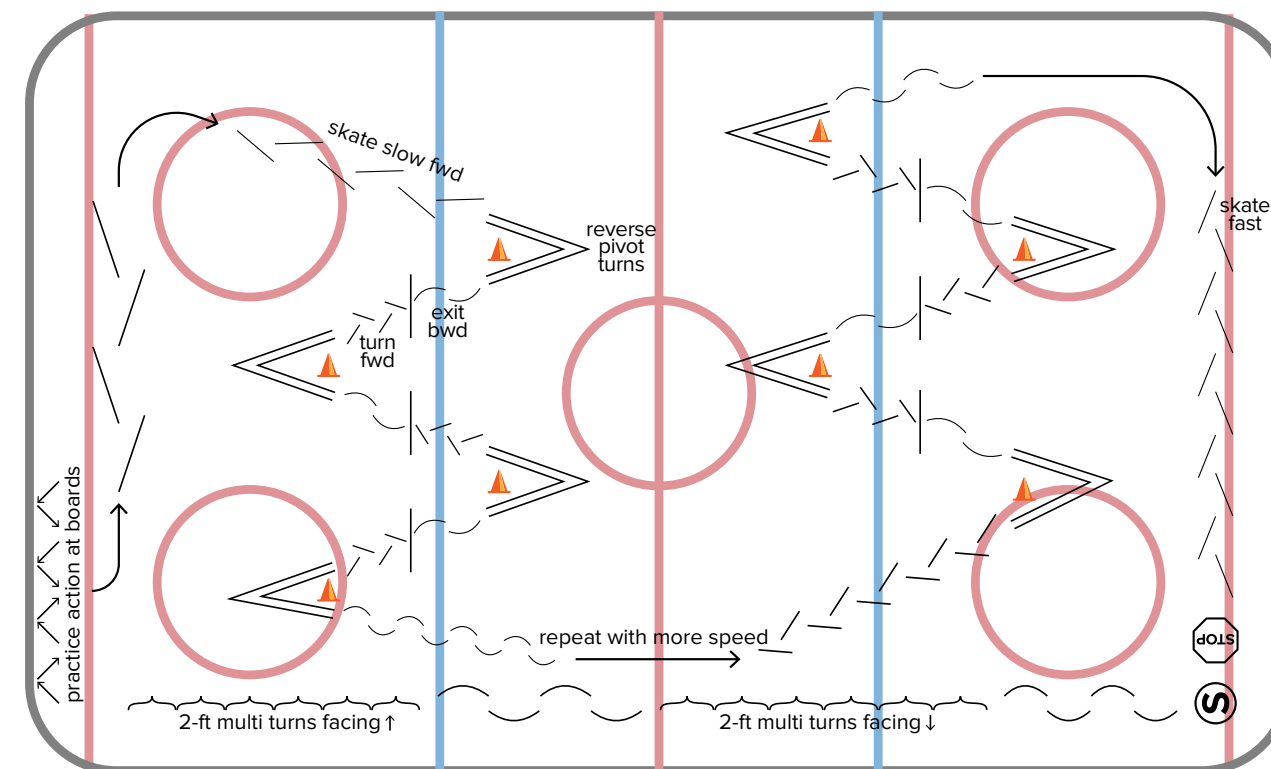
Rationale on Development:

Reverse pivot turns allow players to change directions from forwards to backwards without stopping while maintaining their eyes on the play ahead.

Progressions	Teaching Points	
<ul style="list-style-type: none"> • 2-foot multi turns • At boards, practice action in both directions (can also enter on 1-foot and exit on 2) • Slow, then add speed <p>Exit options:</p> <ul style="list-style-type: none"> • Backward skating • Backward lateral movement • Backward cross, step forward 	Upper Body	<ul style="list-style-type: none"> • Maintain a strong core • Minimal upper body movement • Upper body square and face outside the turn
	Lower Body	<ul style="list-style-type: none"> • Ankles and knees are flexed • Approach turn with strong leading outside edge • Alter body weight through the ball of the blade too initiate the turn • Hips maneuver body to begin new direction of travel • Exit turn with strong outside edge on the opposite foot that entered
	Stick	<ul style="list-style-type: none"> • Blade of the stick leads into the turn • Lie of the blade maintains contact on the ice at all times <p>Note: Ringette players may hold stick off the ice, if no ring present.</p>

Ensure pattern on ice allows for skaters to skate backwards out of turn and then turn forward to prepare for entry of next turn.

Session 4 & 8: Agility Lesson





SESSION 8: DEVELOPMENT TIME

Format: Continuous Lanes

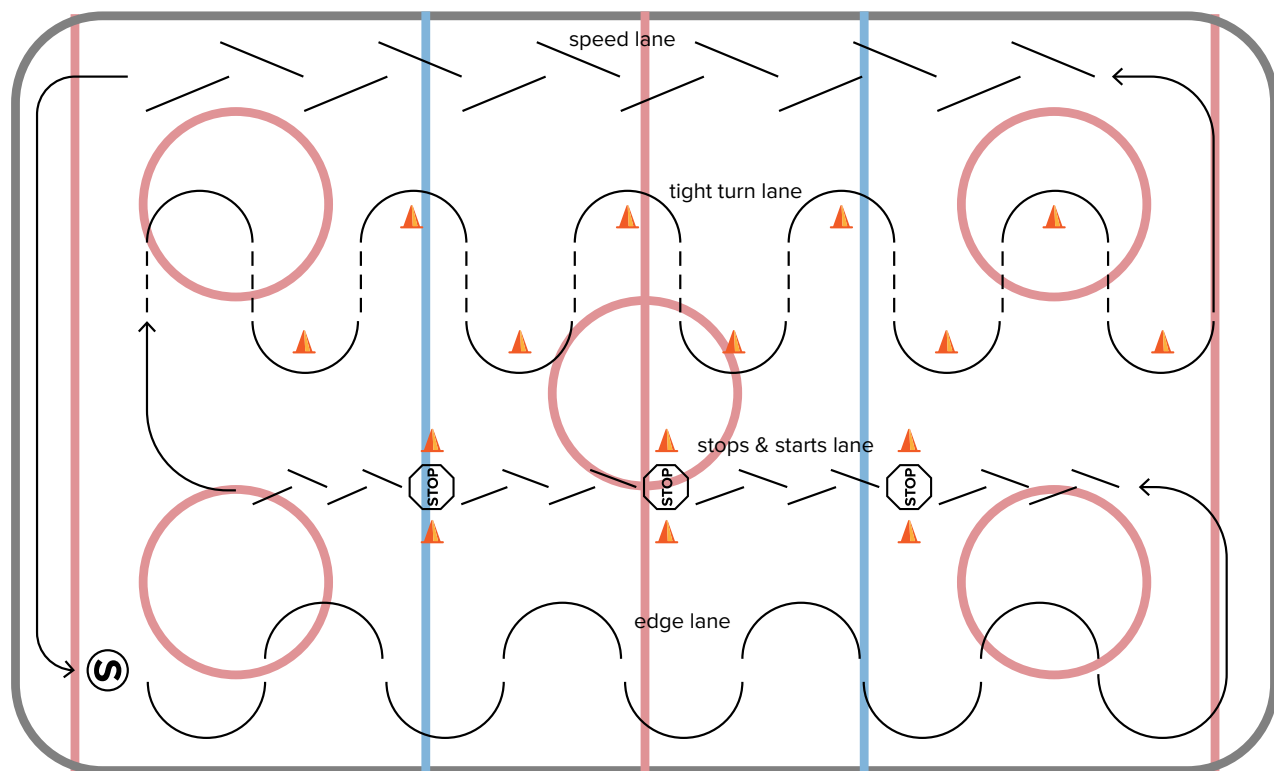
Main focus: Review

> Suggested Content:

First run through, perform 1st skill. Second run through, perform 2nd skill, and so on. Once all 4 skill variations for each lane are complete, start again from beginning.

Lane 1	Lane 2	Lane 3	Lane 4
Edges: <ul style="list-style-type: none"> Forward outside Forward inside Backward outside Backward inside Repeat 	Stops and Starts: <ul style="list-style-type: none"> Fwd 2-foot side stop Fwd 1-foot side stop Backward V-Stop Backward 1-foot stop 	Tight turns: <ul style="list-style-type: none"> 180° tight turns 360° tight turns Eagle turns C-Step turns 	Speed lane: <ul style="list-style-type: none"> Fast forwards Fast backwards Fast forward sculling Fast backward sculling

Session 8: Development Time



SESSION 6 & 8: COOL DOWN

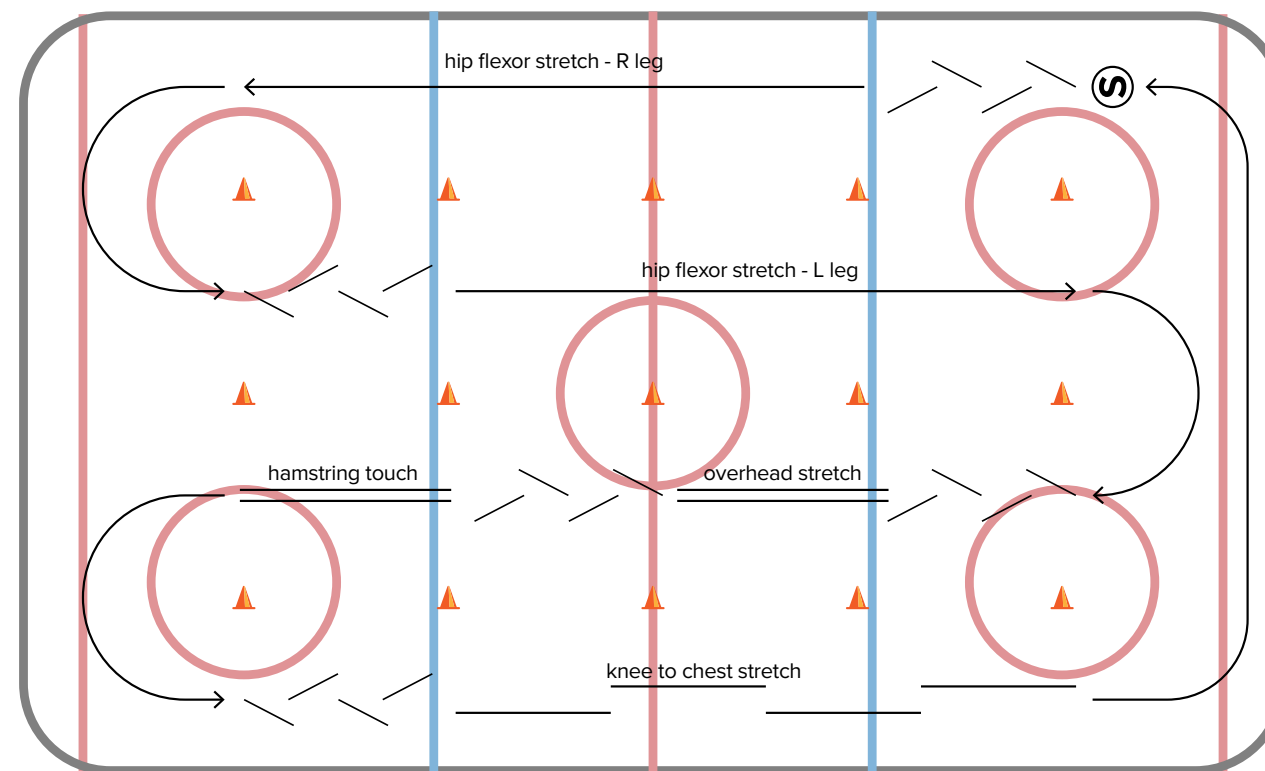
Format: Continuous Lanes

Main focus: Increase flexibility awareness, range of motion and lower heart rate

> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Hip flexor stretch: Forward skating into a forward drag with right leg 	<ul style="list-style-type: none"> Hip flexor stretch: Forward skating into a forward drag with left leg 	<ul style="list-style-type: none"> Overhead stretch and hamstring stretch: Forward skating into high stretch to a toe touch stretch 	<ul style="list-style-type: none"> Knee to chest stretch: Alternating knees up and pull into chest

Session 6 & 8: Cool Down





SESSION 3 & 9: WARM UP

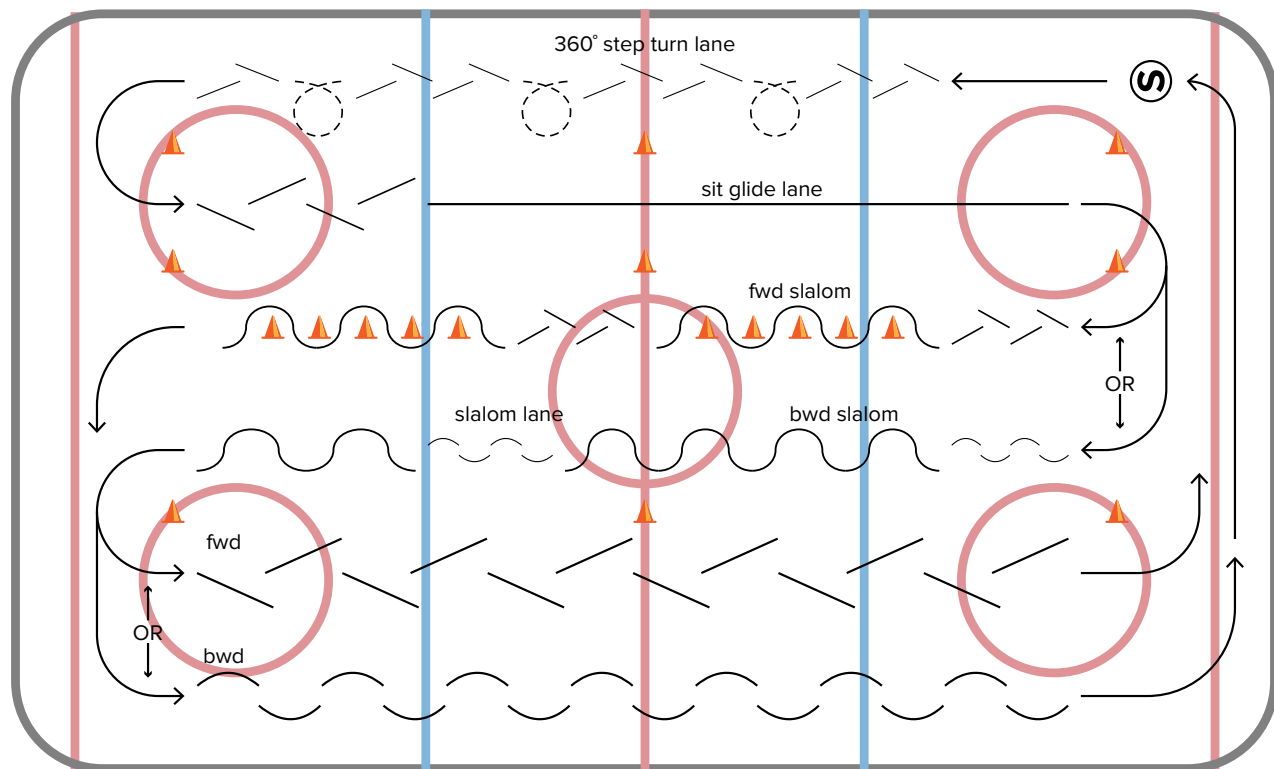
Format: Continuous Lanes

Main focus: Knee bend, power and agility

> Suggested Content

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> 360° step turns 	<ul style="list-style-type: none"> 2-foot – deep knee sit glide 	<ul style="list-style-type: none"> 2-foot forward slalom 	<ul style="list-style-type: none"> Fast forward stride
<ul style="list-style-type: none"> Same – change direction of turns 	<ul style="list-style-type: none"> Same – backwards 	<ul style="list-style-type: none"> 1-foot slalom 	<ul style="list-style-type: none"> Fast backward stride
<ul style="list-style-type: none"> Same - backwards 	<ul style="list-style-type: none"> 1-foot sit glide (forward) 	<ul style="list-style-type: none"> 1-foot slalom (other foot) 	<ul style="list-style-type: none"> Fast forward stride
<ul style="list-style-type: none"> Backwards – other direction 	<ul style="list-style-type: none"> Challenge – 1-foot sit glide backward 	<ul style="list-style-type: none"> Backward 1-foot slalom 	<ul style="list-style-type: none"> Fast backward stride

Session 3 & 9: Warm up



SESSION 9: BALANCE LESSON

Skills: Forward crossovers

Forward lateral movement

Rationale on Development:

Crossovers are used in a game to gain speed on a curve, accelerate in lateral movement forwards or backwards.

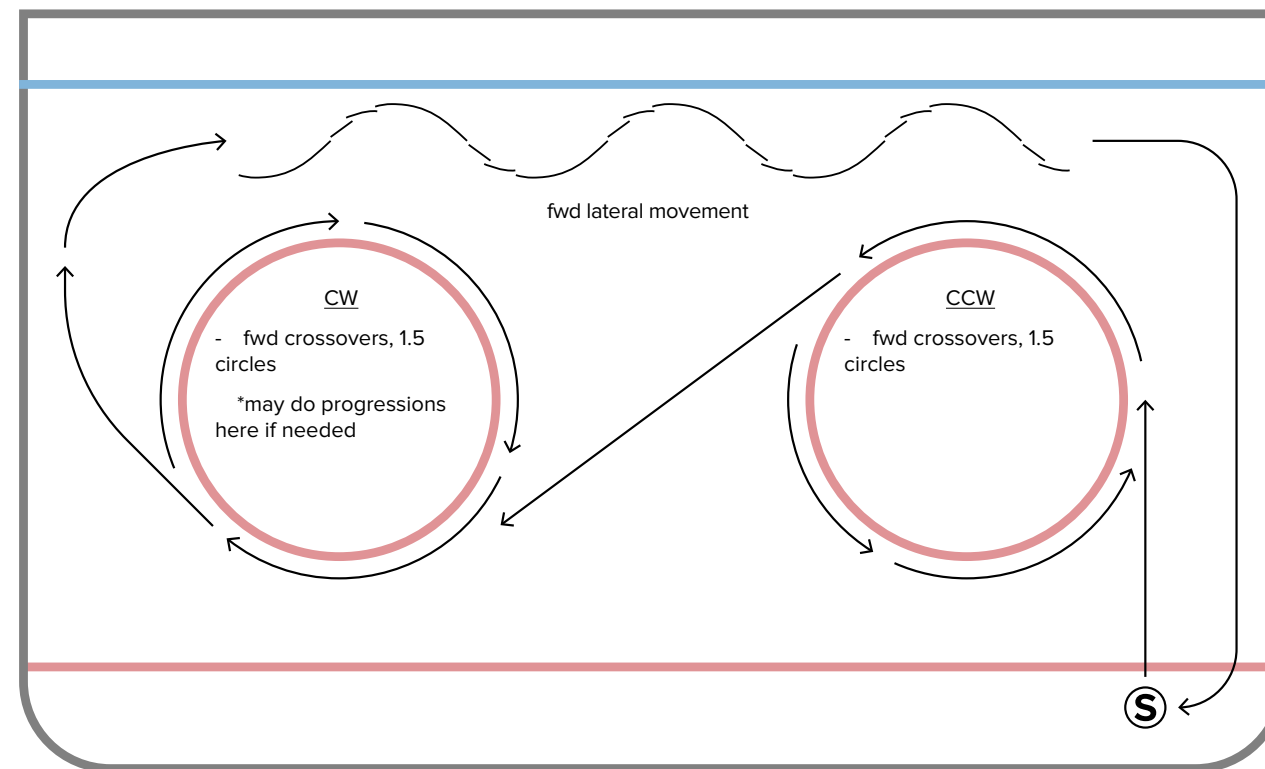
Rationale on Development:

Allows the player the ability to move from side to side swiftly to deke an opponent or to gain open ice to pursue the play.

Progressions : See lessons in Balance, Session 4 & 5

	Teaching Points: Crossovers	Teaching Points: Lateral Movement
Upper Body	<ul style="list-style-type: none"> Maintain strong core Upper body rotated into the circle Some body lean to the inside of the circle 	<ul style="list-style-type: none"> Maintain a strong core Upper body turns square to the new direction of travel
Lower Body	<ul style="list-style-type: none"> Ankle and knees flexed Maintain low center of gravity through skating stance Two equal pushes (inside edge of outer skate and outside edge of inner skate) Utilize full range of motion of hip, knee, ankle - pushing through full extension Crossover above the knee Amount of knee bend used will dictate ability to cross above knee and power generated in each push 	<ul style="list-style-type: none"> Ankles and knees flexed, in low skating stance Strong edge quality needed Change of direction transfers from inside edge to inside edge Quick, short and dynamic pushes allow skaters to change direction swiftly
Stick	<ul style="list-style-type: none"> Lie of the blade maintains contact with the ice and is positioned in the center of the body One or two hands on the stick <p>Note: Ringette players may hold stick off the ice.</p>	<ul style="list-style-type: none"> Strongly positioned leading into new direction of travel <p>Note: Ringette players may hold stick off the ice.</p>

Session 9: Balance Lesson

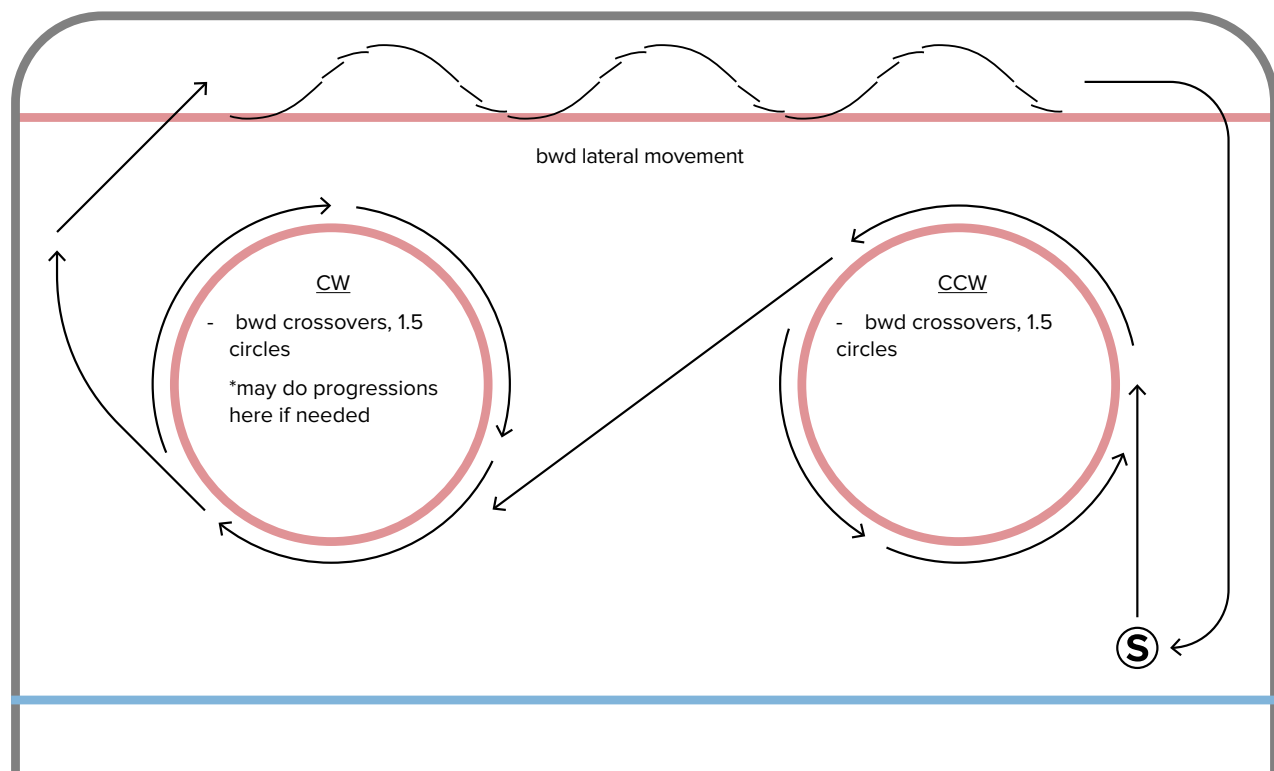




SESSION 9: CONTROL LESSON

Skills:	Backward crossovers	Backward lateral movement
Rationale on Development:	Crossovers are used in a game to gain speed on a curve, accelerate in lateral movement forwards or backwards.	Rationale on Development: Allows the player the ability to move from side to side swiftly to deke an opponent or to gain open ice to pursue the play.
Progressions : See Control lessons from Session 4 & 5		
	Teaching Points: Crossovers	Teaching Points: Lateral Movement
Upper Body	<ul style="list-style-type: none"> Maintain strong core Upper body rotated into the circle Some body lean to the inside of the circle 	<ul style="list-style-type: none"> Maintain strong core Maintain upper body control Upper body stays square towards opponent
Lower Body	<ul style="list-style-type: none"> Ankle and knees flexed, in low skating stance Two equal pushes (inside edge of outer skate and outside edge of inner skate) Utilize wide reach pull motion on undercut Crossover above the knee Amount of knee bend used will dictate ability to cross above knee and power generated in each push 	<ul style="list-style-type: none"> Ankles and knees flexed Maintain low center of gravity through skating stance Strong edge quality needed Change direction through transfer of weight Shift in body weight is initiated from a back inside push into a crossover in the opposite direction Connection through ball of the foot
Stick	<ul style="list-style-type: none"> Lie of the blade maintains contact with the ice and is positioned in the center of the body One or two hands on the stick Note: Ringette players may hold stick off the ice. 	<ul style="list-style-type: none"> Stick positioned firmly in front of player. Lie of the blade maintains contact with the ice Note: Ringette players may hold stick off the ice.

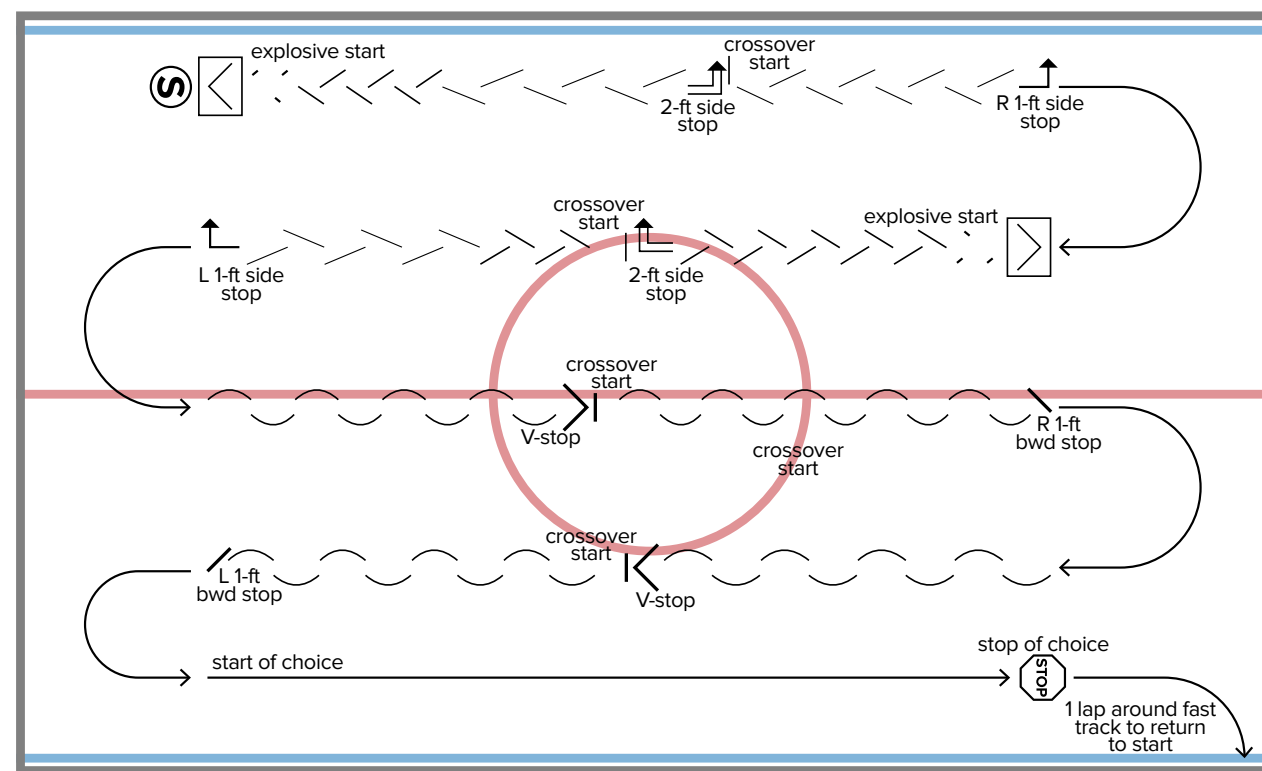
Session 9: Control Lesson



SESSION 9: AGILITY LESSON

Skills:	<ul style="list-style-type: none"> Explosive start Crossover start (forward & backward) 2-foot side stop 	<ul style="list-style-type: none"> 1-foot stop (forward and backward) Backward V-stop
Rationale on Development:	Allows a player to react quickly to changes in play, direction and to keep up with the pace of the game.	Rationale on Development: Directional changes are unpredictable during game situations. Being able to make a quick stop and change directions will allow players to react to game situations with ease.
Progressions : Review Lesson - See Sessions 4 & 5 for a full list of progressions		
	Teaching Points: Starts	Teaching Points: Stops
Upper Body	<ul style="list-style-type: none"> Maintain a strong core Head and eyes focus forward (Crossover Starts) body positioned perpendicular to direction of travel Momentum gained by body lean toward new direction of travel 	<ul style="list-style-type: none"> Maintain strong core Ensure body weight is evenly distributed between feet (or transferred to one-foot) Slight lean in opposite direction, (when applicable, rotate upper body to direction of stop)
Lower Body	See notes in Agility lesson Session 5	<ul style="list-style-type: none"> Maintain skating stance Apply pressure through ball of foot Some rise in the knee to apply pressure to stop 2-foot side stop - stopping on both inside and outside edges Backward V-stop and 1-ft side stops - stopping on inside edges
Stick	<ul style="list-style-type: none"> Stick positioned firmly in front of player Lie of the blade maintains contact with the ice Note: Ringette players may hold stick off the ice. 	<ul style="list-style-type: none"> Upon completion of stop, lie of the blade maintains contact with the ice in the center of the body Triangle position Note: Ringette players may hold stick off the ice.

Session 9: Agility Lesson





SESSION 2 & 9: DEVELOPMENT TIME

Format: Continuous Lanes

Main focus: Resistance

Rationale for Development: To increase power and strength for explosive power in the game.

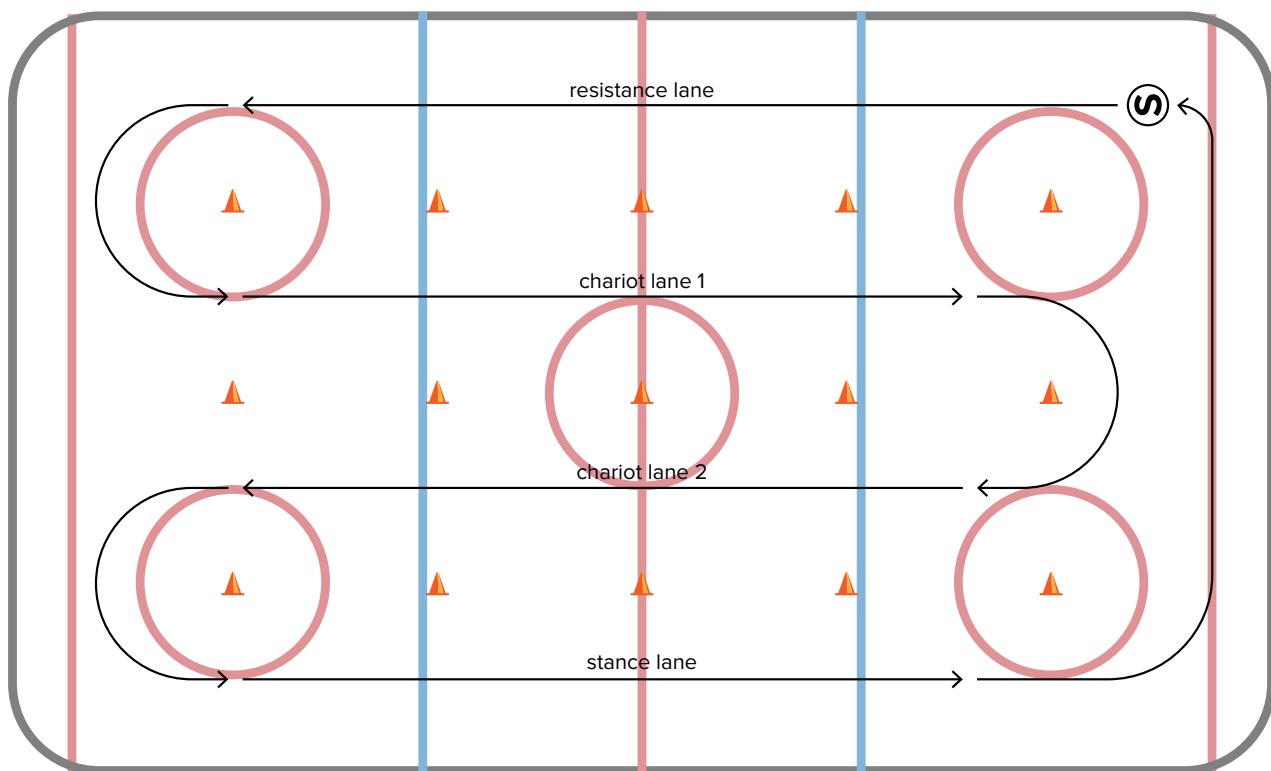
> Directions

Lane 1	Lane 2	Lane 3	Lane 4
<ul style="list-style-type: none"> Skaters start in partners. Position 1 skater backwards in a v-stop position. Second skater will push their partner while performing forward strides. Partner positioned in a v-stop will apply moderate pressure to the ice to create resistance AT RED LINE have partners change positions Hold sticks in both hands, parallel to the ice between skaters 	<ul style="list-style-type: none"> Chariots: Skaters stand behind one another, joined by their sticks in each hand to create a chariot type format. Skater in front then pulls the skater behind. The skater behind can either: glide, apply pressure by creating a forward snow plow resistance (reverse v position), or be pulled while kneeling to create resistance) 	<ul style="list-style-type: none"> Same as lane 2 with partners in opposite positions 	<ul style="list-style-type: none"> Skaters skate to the blue line and perform a 2-foot or a 1-foot stance glide to the end For a challenge, have coach or PA apply pressure or resistance to skaters to encourage engaged core and re-centering

Other challenges include:

- Having a skater skate backwards, while their partner performs a forward v-stop (snow plow) to apply resistance
- Pair up chariots to have 1 player pulling 3 players
- Have the skaters perform their 2-foot and 1-foot stances backwards

Session 2 & 9: Development Time



SESSION 9: COOL DOWN

Format: Volcano

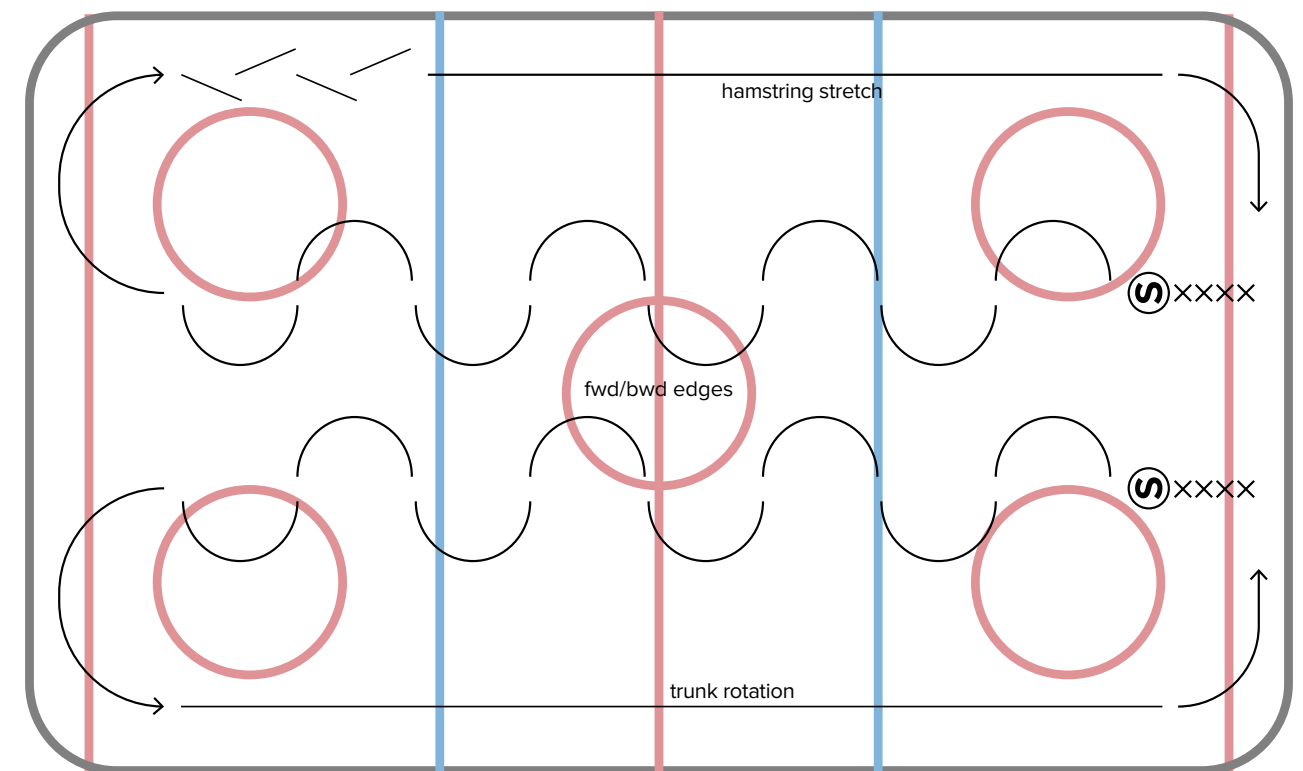
Main focus: Edges and range of motion

> Suggested Content:

Start the skaters in two lines behind the goal crease at one end. Complete the skills listed for each area. Have skaters' alternate sides to ensure they get exposure to all skills. Ex: Skate through middle portion, exit to the right and perform designated skill. Skate through middle portion and exit to the left to perform designated skill. Repeat.

Middle Lane:	Right Lane:	Left Lane:
Edges: <ul style="list-style-type: none"> Forward outside Forward inside Backward outside Backward inside 	<ul style="list-style-type: none"> Hamstring stretch (Toe touch, stick parallel to ice) 	<ul style="list-style-type: none"> Trunk Rotations (With lunge, opposite shoulder to ice with stick behind shoulders)

Session 9: Cool Down





SESSION 10: WARM UP

Format: Volcano

Main focus: Power, range of motion

> Suggested Content:

Start the skaters in two lines behind the goal crease at one end.

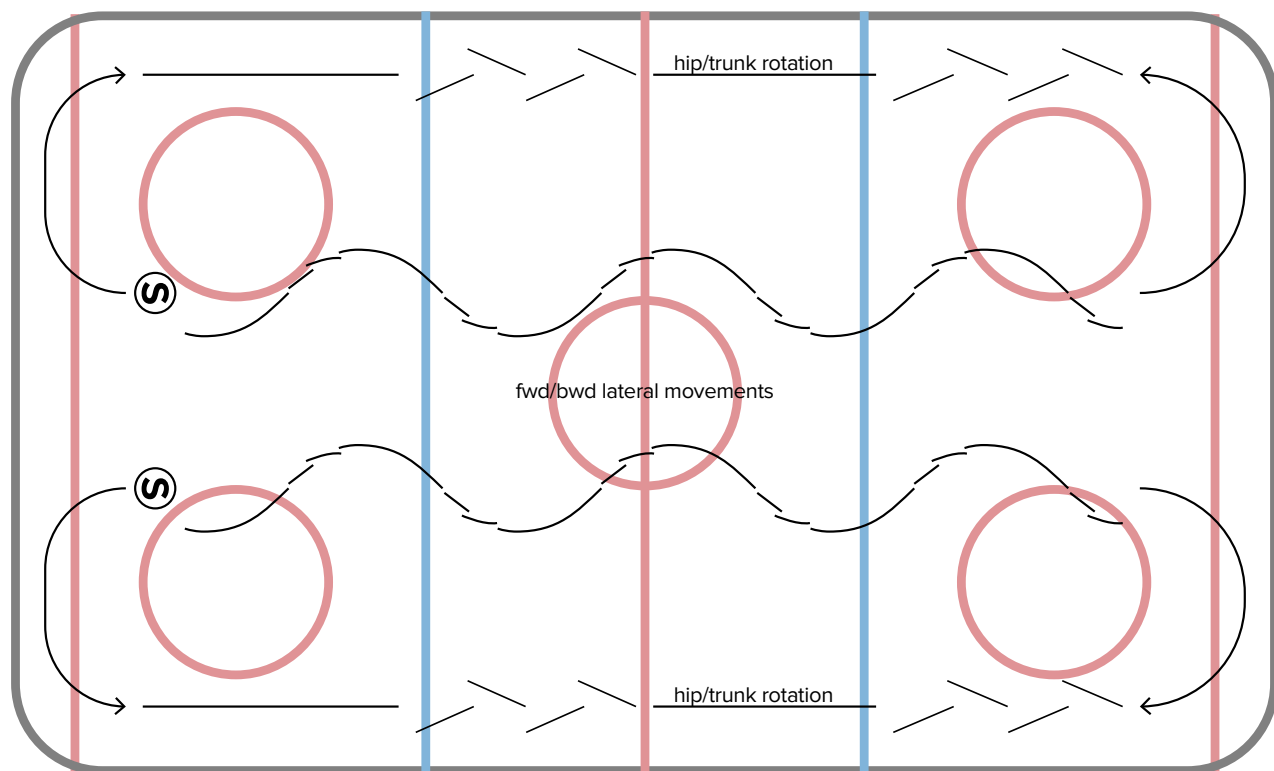
Middle Lane:

- Forward lateral movement
- Backward lateral movement

Outside Lanes:

- Hip/Trunk Rotations
- (With lunge, opposite shoulder to ice with stick behind shoulders)

Session 10: Warm Up



SESSION 10: BALANCE LESSON

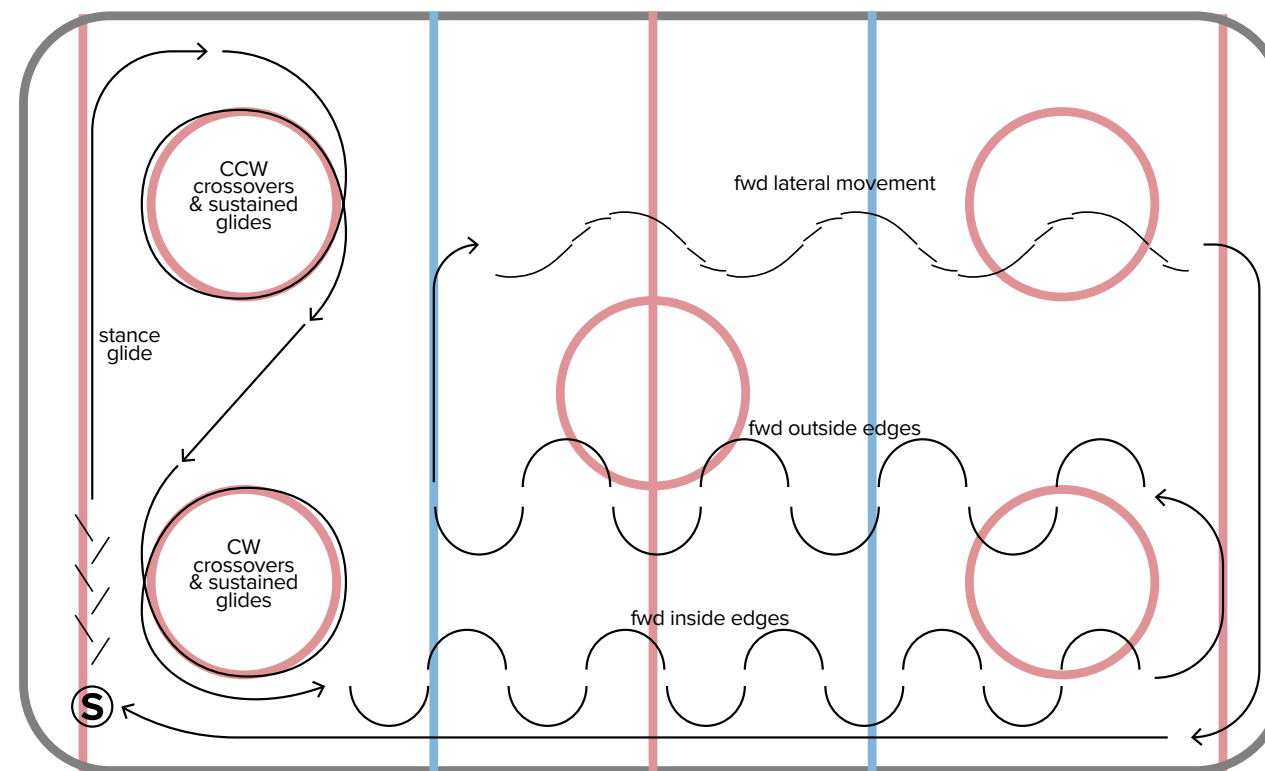
Skills:

- Stance
- Forward stride
- Forward edges
- Forward crossovers
- Forward lateral movement

> Review lesson - Full ice with all groups if possible

Allows coaches to put any final comments or check marks on the Assessment Sheets, and review skaters' progress.

Session 10: Balance Lesson





SESSION 10: CONTROL LESSON

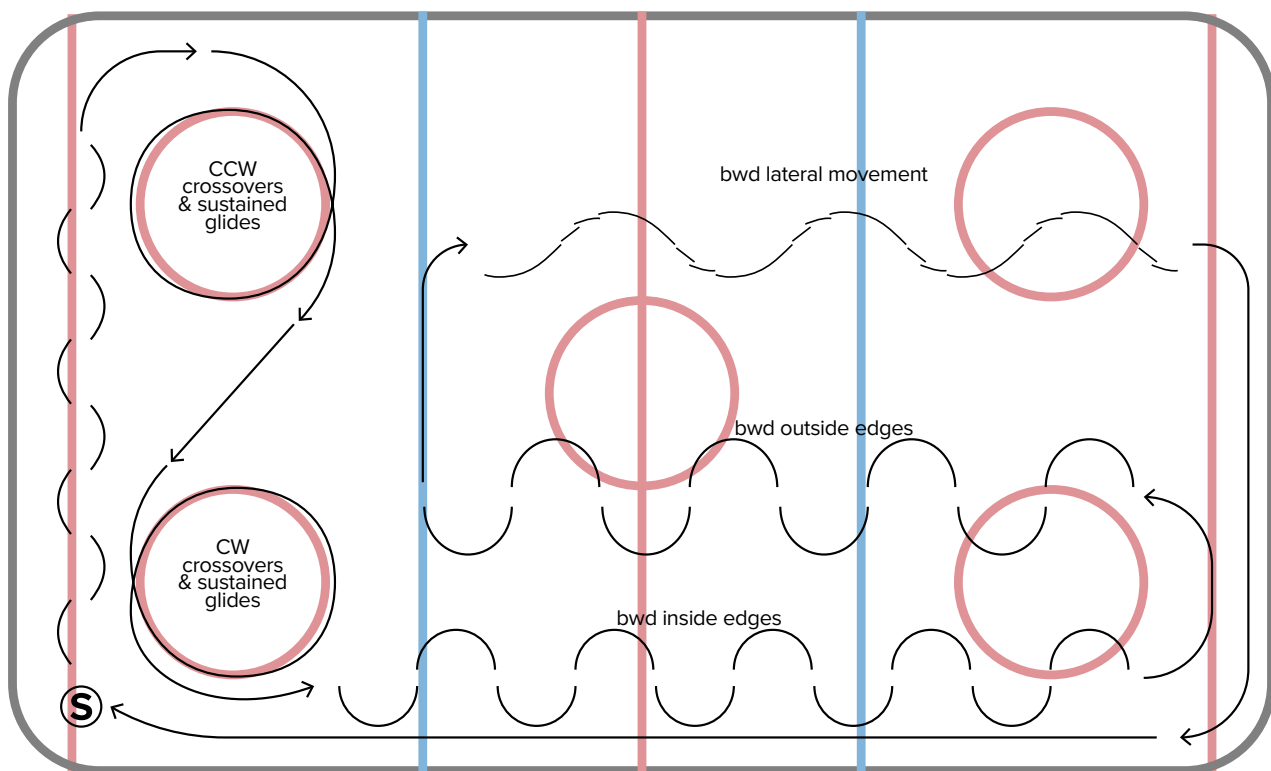
Skills:

- Backward stride
- Backward edges
- Backward crossovers
- Backward lateral movement
- Stops

> Review lesson – Full ice with all groups if possible

Allows coaches to put any final comments or check marks on the Assessment Sheets, and review skaters' progress.

Session 10: Control Lesson



SESSION 10: AGILITY LESSON

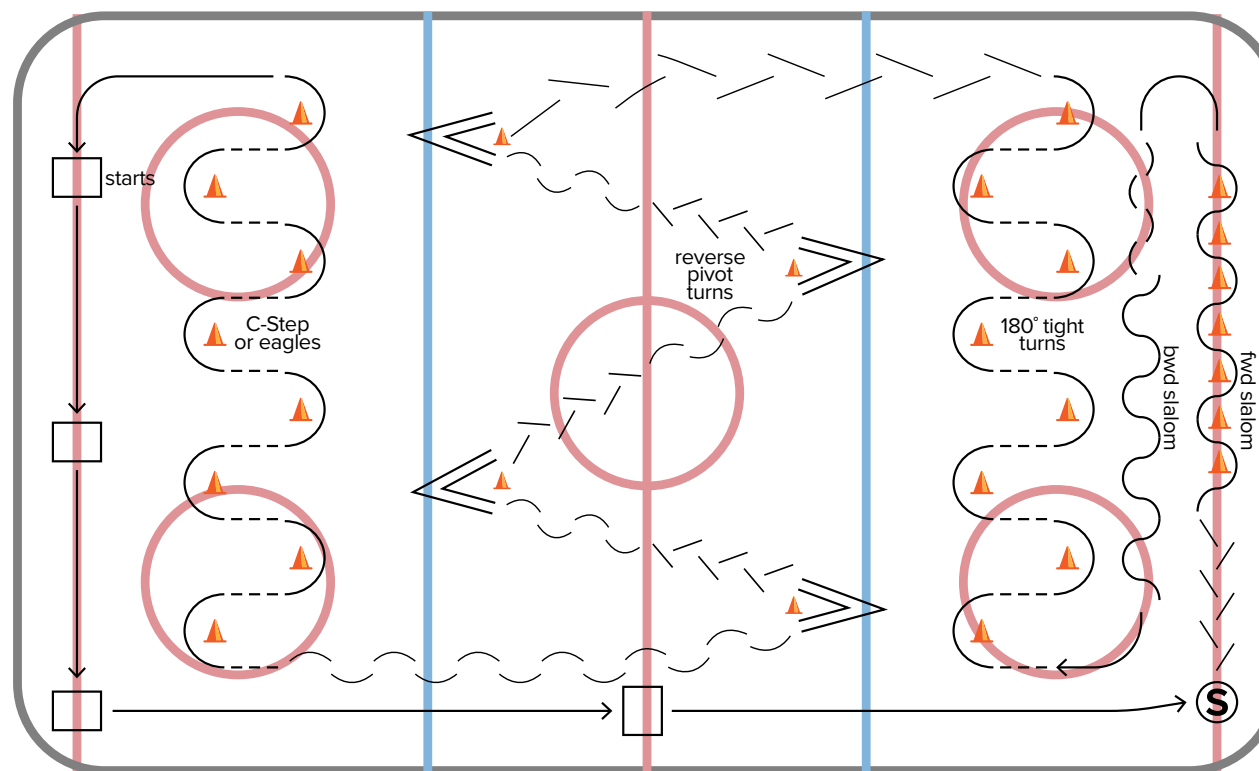
Skills:

- Tight turns
- Slaloms
- Reverse pivot turns
- Eagle/C-Step turns
- Starts

> Review lesson – Full ice with all groups if possible

Allows coaches to put any final comments or check marks on the Assessment Sheets, and review skaters' progress.

Session 10: Agility Lesson





SESSION 1, 5, & 10: DEVELOPMENT TIME

Format: Fast Track & Inside circuit

Main focus: Speed drill timing

Rationale for Development:

Last week. Time needs to be recorded to be added to the Assessment Sheet. Skaters are encouraged to beat their 1st week time. (Personal best)

Directions

Set up pylons on the face off dots and goal line at goal crease. Have skater start at the blue line and instruct them to skate around the perimeter of the ice as fast as they can for 1 lap forward and 1 lap backwards, turning at the same spot they started from. Record their time.

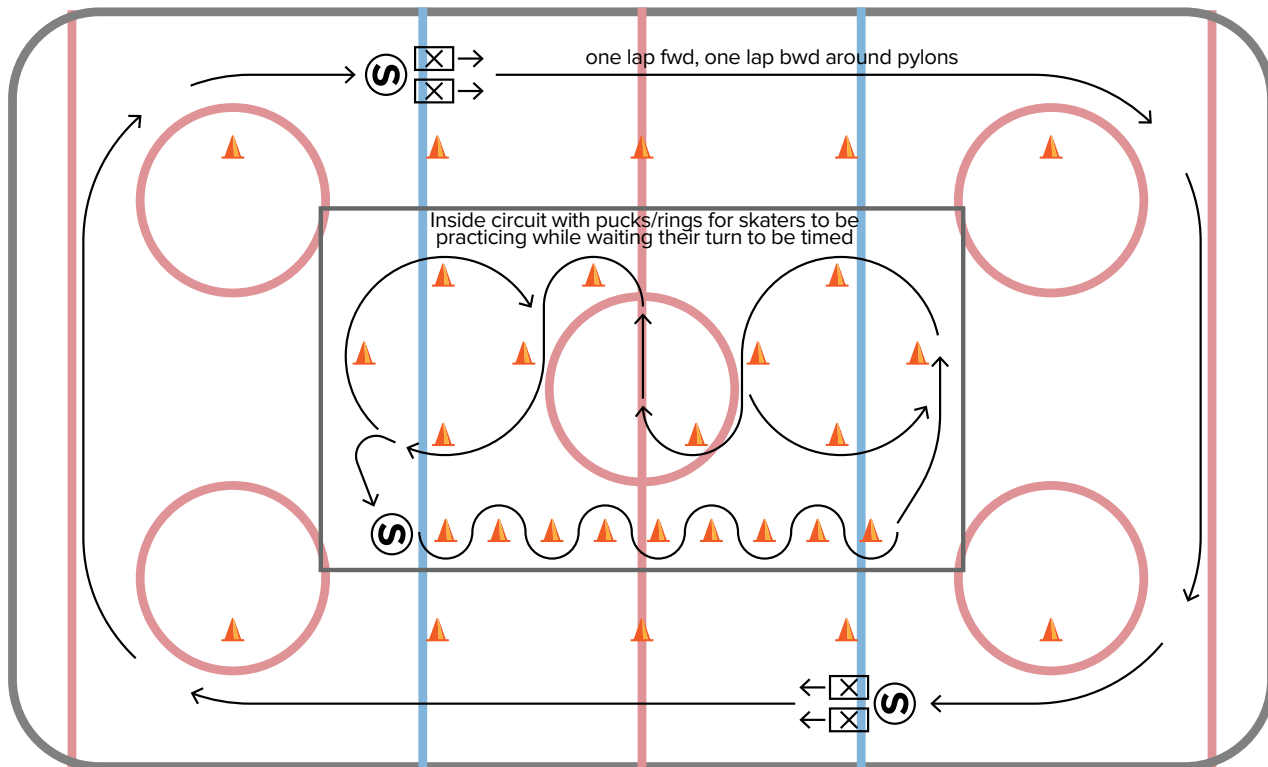
What to do with other skaters who are waiting:

- Create a circuit in the center of the ice for skaters to skate around carrying a puck or ring
- Provide an opportunity to train the Optional Timed Drills

To increase the number of skaters being timed, consider the following options:

- Use PAs to record times
- Start 2 or 3 players at the same time
- Use both sides of the ice as "STARTS" to allow for 2-6 skaters being timed at the same time. Be sure to have someone allocated to time on each start line

Session 1, 5, & 10: Development Time



SESSION 2 & 10: COOL DOWN

Format: Continuous Lanes

Main focus: Increase flexibility awareness, range of motion and lower heart rate

> Suggested Content/Directions

Lane 1

- Quad stretch – right leg

Lane 2

- Quad stretch – left leg

Lane 3

- Hip flexor stretch: Forward drag – right leg

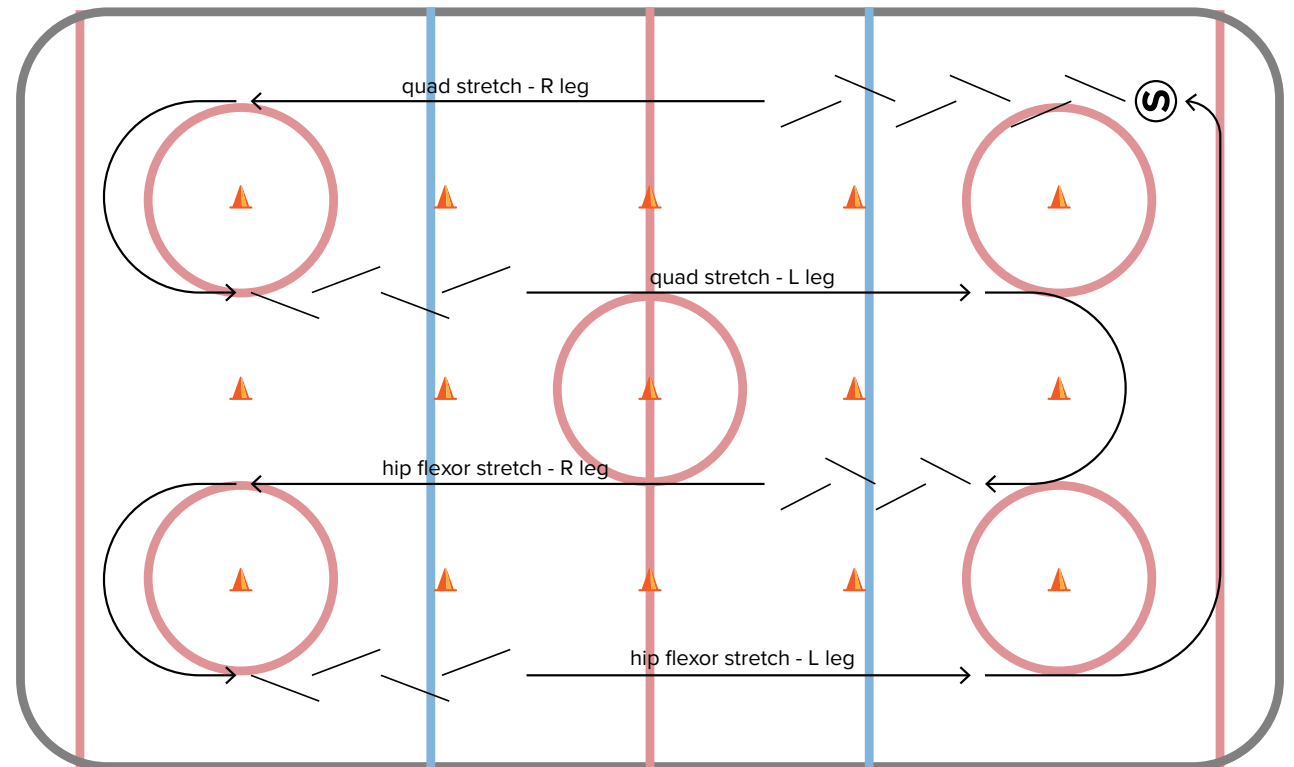
Lane 4

- Hip flexor stretch: Forward drag – left leg

Options:

- Add trunk rotations, hamstring stretch, deep knee sit glide.

Session 2 & 10: Cool Down



CHAPTER 6: SKILL DESCRIPTIONS & STANDARDS



06.

SKILL DESCRIPTIONS AND STANDARDS

SKILL OVERVIEW CHART

Balance	Control	Agility
Stance	Stops	Slalom
Forward Stride	Backward Stride	Tight Turns
Forward Edges	Backward Edges	Eagle + C-Step
Forward Crossovers	Backward Crossovers	Reverse Pivots
Forward Lateral Movement	Backward Lateral Movement	Starts

The following charts identify:

- The description of the skills in the PowerSkate program.
- Key teaching points.
- Minimum performance standards.

The continuum of development identified below outlines the performance expectation for the upper body, lower body and stick position (H=Hockey, R=Ringette) for skaters as they move through the program. Please note, this continuum identifies progress through the Learn to Train stage of development only.



BALANCE SKILLS

Stance 2-Foot Stance Glide	<p>A player stands with their feet shoulder width apart with their hip, knees and ankles flexed. Shoulders, knees and toes should align. The player stands on inside edges with a balance point on mid-front of the blade. A player's stance is the foundation of all skating skills. The player's stick is held in a triangular position with upper hand at the butt end of the stick. Lower hand is placed down the shaft of the stick (approximately length of players forearm) and can be moved depending on the game situation. The blade (lie) or tip of the stick is on the ice and pointed in the direction of travel. Minimal body weight is rested on the stick.</p> <p>Weight Transfer</p> <p>In stance position, players must be able to transfer from one foot to another foot shifting balance point and center of gravity.</p>						
	<p>2-foot stance glide (Forward)</p> <p>A player stands with their feet shoulder width apart with their hips, knees and ankles flexed. Shoulders, knees and toes should align. The player stands on inside edges with a balance point on mid-front of the blade. The player holds stick firmly with the upper hand at the butt end of the stick. Minimal body weight is distributed to the stick.</p> <p>For assessment, glide should be held for minimum 5 seconds.</p> <p>2-foot stance glide (Backward)</p> <p>A player stands with their feet shoulder width apart with their hips, knees and ankles flexed. The player's chin should align with knees (in a slightly more upright position than a forward stance). The player stands on inside edges with a balance point on mid-front of the blade. The player holds stick firmly with the upper hand at the butt end of the stick. Minimal body weight is distributed to the stick.</p> <p>For assessment, glide should be held for minimum 5 seconds.</p>						
	<p>Continuum of Development</p> <table border="1"> <thead> <tr> <th>Early Stage of Development</th> <th>Moderate Stage of Development</th> <th>Advanced Stage of Development</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Limited upper body strength and lack of evidence of alignment. Demonstrates a stance glide with some errors in positioning. Limited knee and ankle bend. Lie/tip of the stick may not be in correct position. </td> <td> <ul style="list-style-type: none"> Upper body is reasonably strong. Some evidence of correct shoulder and hip alignment. Demonstrates a stance glide with some speed and proper stance positioning. Adequate Knee and ankle bend evident. The lie/tip of the stick is on the ice in a triangle position. </td> <td> <ul style="list-style-type: none"> Upper body maintains a strong frame with core engagement. Shoulders stacked slightly ahead of hips. Demonstrates a solid stance glide with speed, flow and proper stance positioning. Strong knee and ankle bend evident. The lie/tip of the stick is on the ice in a triangle position. </td> </tr> </tbody> </table> <p>Able to maintain stance glide for 5 seconds.</p>	Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development	<ul style="list-style-type: none"> Limited upper body strength and lack of evidence of alignment. Demonstrates a stance glide with some errors in positioning. Limited knee and ankle bend. Lie/tip of the stick may not be in correct position. 	<ul style="list-style-type: none"> Upper body is reasonably strong. Some evidence of correct shoulder and hip alignment. Demonstrates a stance glide with some speed and proper stance positioning. Adequate Knee and ankle bend evident. The lie/tip of the stick is on the ice in a triangle position. 	<ul style="list-style-type: none"> Upper body maintains a strong frame with core engagement. Shoulders stacked slightly ahead of hips. Demonstrates a solid stance glide with speed, flow and proper stance positioning. Strong knee and ankle bend evident. The lie/tip of the stick is on the ice in a triangle position.
Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development					
<ul style="list-style-type: none"> Limited upper body strength and lack of evidence of alignment. Demonstrates a stance glide with some errors in positioning. Limited knee and ankle bend. Lie/tip of the stick may not be in correct position. 	<ul style="list-style-type: none"> Upper body is reasonably strong. Some evidence of correct shoulder and hip alignment. Demonstrates a stance glide with some speed and proper stance positioning. Adequate Knee and ankle bend evident. The lie/tip of the stick is on the ice in a triangle position. 	<ul style="list-style-type: none"> Upper body maintains a strong frame with core engagement. Shoulders stacked slightly ahead of hips. Demonstrates a solid stance glide with speed, flow and proper stance positioning. Strong knee and ankle bend evident. The lie/tip of the stick is on the ice in a triangle position. 					



Stance 1-Foot Stance Glide	<p>Forward – Left + Right</p> <p>Player will glide forward on two feet in a forward skating stance position and transfer the weight to one foot. The player should be on a flat edge moving down the ice in a straight-line showing body control and balance. The free foot should be held near the ice and placed near the heel of the skating foot. Must be executed on both the left and the right foot.</p> <p>For assessment, glide should be held for minimum 5 seconds.</p> <p>1-foot stance glide (Backward – Left + Right)</p> <p>Player will glide backward on two feet in a backward skating stance position and transfer the weight to one foot. The player should be on a flat edge moving down the ice in a straight-line showing body control and balance. The skater's free foot should be held near the ice and placed near the heel of the skating foot. Must be executed on both the left and the right foot.</p> <p>For assessment, glide should be held for minimum 5 seconds</p>						
	<p>Continuum of Development</p> <table border="1"> <thead> <tr> <th>Early Stage of Development</th> <th>Moderate Stage of Development</th> <th>Advanced Stage of Development</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Limited control and positioning of upper body. Some instability of stance may occur. Free-foot may be uncontrolled. H & R: Lie/tip of the stick may not be in correct positioning. </td> <td> <ul style="list-style-type: none"> Reasonable control and positioning of upper body. Adequate stability in stance evident. Free-foot is reasonably controlled. H & R: Lie/tip of the stick on the ice, in a triangle position </td> <td> <ul style="list-style-type: none"> Good control and positioning of upper body. Solid stance positioning with controlled free-foot. H & R: Lie/tip of the stick on the ice, in a triangle position. </td> </tr> </tbody> </table> <p>Able to maintain glide for 4 or more seconds.</p>	Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development	<ul style="list-style-type: none"> Limited control and positioning of upper body. Some instability of stance may occur. Free-foot may be uncontrolled. H & R: Lie/tip of the stick may not be in correct positioning. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Adequate stability in stance evident. Free-foot is reasonably controlled. H & R: Lie/tip of the stick on the ice, in a triangle position 	<ul style="list-style-type: none"> Good control and positioning of upper body. Solid stance positioning with controlled free-foot. H & R: Lie/tip of the stick on the ice, in a triangle position.
Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development					
<ul style="list-style-type: none"> Limited control and positioning of upper body. Some instability of stance may occur. Free-foot may be uncontrolled. H & R: Lie/tip of the stick may not be in correct positioning. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Adequate stability in stance evident. Free-foot is reasonably controlled. H & R: Lie/tip of the stick on the ice, in a triangle position 	<ul style="list-style-type: none"> Good control and positioning of upper body. Solid stance positioning with controlled free-foot. H & R: Lie/tip of the stick on the ice, in a triangle position. 					

**Forward Stride**

From a forward skating stance, skaters will transfer body weight and push entirely with the blade, pushing themselves in a forward motion utilizing full hip, knee and ankle extension. Player will then recover the pushing foot directly under themselves, preparing for a sequential push on the other foot. Skater should be stepping in the intended direction of travel in preparation for the stride. Hockey players should have only one hand on the stick while skating without the puck/ring, and utilize arms movement in a forward and backward motion, keeping arms close and in line with the body (natural action). Ringette players are more inclined to skate with two hands on the stick.

For assessments, players are to skate down the length of the ice.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Arms attempting to move in sync with stride. Limited use of full range of motion of hip, knee, and ankle (short stride length). Evidence of heel kicks. H & R: One hand or two hands on the stick. May have lack of stick control. 	<ul style="list-style-type: none"> Natural arm movement evident. Reasonable range of motion of hip, knee and ankle during stride (medium stride length). Quick return for next push. Power is developing. Some evidence of heel kicks. H: One hand on the stick, moving in sync with stride. R: Two hands on the stick. 	<ul style="list-style-type: none"> Arms and legs working together with power and drive. Full range of motion of hip, knee and ankle during strides demonstrating efficient power (long stride length). Quick and narrow return for next push. H: One hand on the stick, moving in sync and narrow with stride. R: Two hands on the stick.

Full length of the ice skated.

**Forward Edges**

Inside +
Outside

In a forward skating stance, players will skate forwards and push onto one foot performing a curved edge glide (forward inside or outside). With body lean and control, players will transfer body weight and push to the same edge on the other foot. The skater's free foot should be held near the ice and placed near the heel of the skating foot. The stick remains in control leading into the edge.

For assessment, forward outside and forward inside edges must be performed executing 3 edges on each foot.

The use of pylons to identify the depth of curve highly recommended.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control and positioning of upper body. No shoulder rotation evident. Some instability of stance may occur. Free-foot may be uncontrolled. Edges lack depth and control. H & R: Stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Some shoulder rotation evident rotating into the curve. Reasonable stability of stance evident. Free-foot is reasonably controlled. Edges show reasonable depth and control. H: Lie of the stick on the ice and may or may not rotate into the curve. R: Tip of the stick on or slightly above the ice and may or may not rotate into the curve. 	<ul style="list-style-type: none"> Good control and positioning of upper body. Shoulders initiate rotation into the curve. Solid stance positioning. Free-foot is controlled. Edges show good depth and control. H: Lie of the stick on the ice and rotates into the curve. R: Tip of the stick on or slightly above the ice rotating into the curve.

3 edges demonstrated on each edge and foot.

**Forward Edges****Sustained**

Players take a few strides around a face-off circle generating speed. Once enough speed has been obtained, the player will step onto one foot and hold a sustained edge glide for the full circumference of the circle, thus creating a 360° glide. During this glide, the player will remain in control of their body position and stick. The player must perform this exercise on both feet in both directions to achieve a forward outside and forward inside edge on each foot.

For assessment, players attempt to complete full 360° sustained edge.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control and positioning of upper body. No shoulder rotation evident. Some instability of stance may occur. Free-foot may be uncontrolled. Edges lack depth and control. H & R: Lie/tip of stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Shoulders may be square to the curve. Adequate stability of stance evident. Free-foot is reasonably controlled. Edges shown reasonable depth and control. H: Lie of the stick on the ice may or may not be in line with the edge. R: Tip of the stick on or slightly above the ice and may or may not be in line with the edge. 	<ul style="list-style-type: none"> Good control and positioning of upper body. Shoulders positioned into the curve. Solid stance positioning showing stability. Free-foot is controlled. Edge show good depth and control. H: Lie of the stick on the ice and in line with the edge. R: Tip of the stick on or slightly above the ice and in line with the edge.
Sustained edge held for ½ of the circle on 3 of the 4 edges. No puck/ring skill.	Sustained edge held for ¾ of the circle on 3 of the 4 edges. No puck/ring skill.	Sustained edge held for full 360 degrees on 3 of 4 edges. No puck/ring skill.

**Forward Crossovers**

Clockwise + Counterclockwise

Skating in a clockwise or counter-clockwise direction, a player will initiate a lean into the circle to perform a push onto a forward outside edge. The foot in the air (free foot) then proceeds to cross over the skating foot stepping onto an inside edge. This is followed by an undercut push that is initiated by the original skating foot performing a push from the outside edge that reaches outside the circle. That foot is then placed back onto the circle to repeat the pushing pattern. To train maximum power, have the players perform the crossover on flexed knees and extend fully on the pushes. The upper body and core should maintain a strong frame. For hockey players, the lie of the stick should be in contact with the ice and inside the circle. Ringette players will have the same positioning however their stick maybe slightly above the ice. While skating without the puck/ring, players can choose to have one hand or two hands on the stick.

For assessment, complete circle in both directions should be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body held square to the direction of travel with limited body lean. Slight rotation toward circle may be evident. Lower body demonstrates some knee and ankle bend with attempt at full crossover action. Limited power evident. H & R: Stick held with one hand or two hands and may not be in correct positioning. 	<ul style="list-style-type: none"> Upper body attempts to rotate towards circle with some body lean. Lower body demonstrates a strong stance position, with a crossover action that is equal. Power is developing. H & R: Stick held with one hand or two hands. 	<ul style="list-style-type: none"> Upper body rotation and body lean solid towards circle. Lower body demonstrates a strong stance position, with a crossover action that is solid and powerful. Two pushes evident showing acceleration. H & R: Stick held with one hand or two hands and is used as an extension of the arm.

Full circle of crossovers executed in both directions.

**Forward Lateral Movement**

Skating forwards, a player will shift laterally down the ice by performing a crossover in one direction exiting on an inside edge, in a semi-lunge position, then shift their body weight to prepare for a crossover in the opposite direction. For maximum power, players will perform on flexed knees achieving full extension of each push and undercut push. Upper body and core maintain a strong frame that is square to the direction of travel. The lie of the stick should be in line with new direction. While skating without the puck/ring, players can choose to have one hand or two hands on the stick.

For assessment, a lateral in each direction should be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body square to the direction of travel. Some weight and direction transfer evident. Some rhythm of patterning with some variance in power. Full crossover action attempted. H & R: Stick held with one hand or two hands and may not be in correct position. 	<ul style="list-style-type: none"> Upper body reasonable with some weight and direction transfer. Good stance position with good rhythm and patterning. Full crossover action achieved. Power developing. H & R: Stick held with one hand or two hands and leads into new direction of travel. 	<ul style="list-style-type: none"> Relaxed, solid upper body with an ease of weight and direction transfer that moves in a natural rhythm with lower body. Solid stance position with quick feet demonstrating power and acceleration in full crossover. H & R: Stick held with one hand or two hands and is used as an extension of the arm.

Demonstrates lateral movement in each direction.

**AGILITY SKILLS****Slalom**

Forwards + backwards

2-Foot Slalom

Skating forwards, players will approach a row of pylons set up in a straight line, spaced evenly apart. Players will perform a slalom pattern on 2-feet through the course by keeping their feet side by side and parallel, applying pressure to the ice during the curves around the pylons, and releasing that pressure during the transfer from curve to curve. This will create a down, up, down, up rhythm. The upper body may twist with the direction of travel and rotation to allow a natural rhythm.

Backwards is to be done without pylons. Coaches may use lines drawn on the ice as a guide or simply a demonstration. Emphasis the depth of curve desired on each lobe.

For assessment, players should demonstrate 6-curve slalom.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body attempts to remain stable with some natural rotation during curves. Knee and ankle bend evident with some attempt to demonstrate rhythm during course. May see some evidence of isolated pushes rather than utilizing both feet simultaneously. Limited use of inside and outside edges. The stick may not be in the correct position. May be done without the stick. 	<ul style="list-style-type: none"> Natural upper body movement to compliment lower body. Some instability may be evident. Knee and ankle bend demonstrated on curve, with some evidence of rhythmical unweighting during the transfer. Reasonable edge quality demonstrated. The stick is in front of the body. May be done without the stick. 	<ul style="list-style-type: none"> Easy and natural upper body movement to compliment lower body. Core strong and stable throughout. Solid knee and ankle bend demonstrated on curve, with rhythmical unweighting during the transfer. Good edge quality demonstrated. The stick is controlled in front of the body. May be done without the stick.

6-curve course.



Slalom

Forwards + Backwards, Left + Right

1-Foot Slalom

Skating forwards, players will approach a row of pylons set up in a straight line, spaced evenly apart. Players will perform a slalom pattern on 1-foot through the course by applying pressure to the ice during the curves around the pylons and releasing that pressure during the transfer from lobe to lobe. This will create a down, up, down, up rhythm. Players are encouraged to keep the foot that is in the air controlled and close to the body. The upper body may twist with the direction of travel and rotation to allow a natural rhythm.

Repeat on the other foot.

This skill is not recommended to be done with the puck/ring but can be included as a challenge/development.

For assessment, players should slalom through a 6-pylon straight course.

Backwards is to be done without pylons. Coaches may use lines drawn on the ice as a guide or simply a demonstration. Emphasis the depth of curve desired on each lobe.

For assessment, players should demonstrate 6-curve slalom.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body attempts to remain stable with some natural rotation during curves. Knee and ankle bend evident with some attempt to demonstrate rhythm during course. Two or more touchdowns are needed to maintain balance. Shallow edge quality demonstrated on one foot. The stick may not be in the correct position. 	<ul style="list-style-type: none"> Natural upper body movement to compliment lower body. Some instability may be evident. Knee and ankle bend demonstrated on curve, with some evidence of rhythmical unweighting during the transfer. One touchdown to regain balance is acceptable. Reasonable edge quality demonstrated on one foot. The stick is in front of the body. 	<ul style="list-style-type: none"> Easy and natural upper body movement to compliment lower body. Core strong and stable throughout. Solid knee and ankle bend demonstrated on curve, with rhythmical unweighting during the transfer. Good edge quality demonstrated on one foot. The stick is controlled in front of the body.

6-curve course. No puck/ring skill.



Tight Turns

Clockwise + Counterclockwise

180° Tight Turn

Skating forward, players approach the turn with feet slightly apart and staggered. The inside foot leads on an outside edge with the heel aligning with the toe of the outside foot. The players knees are slightly flexed with their weight evenly distributed between both feet. The balance point is on center to the back of the blade. Skaters turn while gliding, 180° and continue forward momentum in the opposite direction they entered the turn.

Players must execute this skill with two hands on the stick and with the blade of the stick leading the skater through the turn. The head, shoulders and core rotate into the turn squaring up to the new direction of travel.

Repeat in opposite direction.

For assessment, 180° tight turn must be executed in both directions.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body may be square to the turn. Little evidence of lean. Some knee-bend evident with feet slightly staggered. Feet may be side by side. Consecutive forward glide in 180° -pattern. May have some loss of speed. The stick may not be in the correct position. 	<ul style="list-style-type: none"> Upper body rotating into the turn with some evidence of lean into the circle. Low stance into knees, with defined staggered foot position. Consecutive forward glide in 180° -pattern. Moderate speed out of the turn. Stick held inside of turn the with two hands on the stick H: Lie of the blade on the ice. R: Tip of the stick off the ice. 	<ul style="list-style-type: none"> Upper body strong rotating into the turn with lean into the circle. Low stance into knees, with defined staggered foot position. No loss of speed in and out of the turn. Defined edges and consecutive forward glide demonstrated in full 180° -pattern. Solid stick position leading and inside turn with two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick slightly off the ice.

Must perform both directions.

**Tight Turns**

Clockwise + Counterclockwise

360° Tight Turn

Skating forwards, players approach the turn with feet slight apart and staggered. The inside foot leads on an outside edge with the heel aligning with the toe of the outside foot. The players knees are slightly flexed with their weight evenly distributed between both feet. The balance point is on center to back of the blade. Skaters turn while gliding, 360° and continue forward momentum in the same direction they entered the turn.

Players must execute this skill with two hands on the stick with the blade of the stick leading the skater through the turn. The head, shoulders and core rotate into the turn squaring up to the new direction of travel.

Repeat in opposite direction.

For assessment, 360° tight turn must be executed in both directions.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body may be square to the turn. Little evidence of lean. Some knee-bend evident with feet slightly staggered. Feet may be side by side. Attempts to maintain a consecutive 360° forward glide. May have some loss of speed. The stick may not be in the correct position. 	<ul style="list-style-type: none"> Upper body rotating into the turn with some evidence of lean into the circle. Low stance into knees, with defined staggered foot position. Consecutive forward glide in 360° -pattern. Moderate speed out of the turn. Stick held inside of turn the with two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick off the ice. 	<ul style="list-style-type: none"> Upper body strong rotating into the turn with lean into the circle. Low stance into knees, with defined staggered foot position. No loss of speed in and out of the turn. Defined edges and consecutive forward glide demonstrated in full 360° -pattern. Solid stick position leading and inside turn with two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick slightly off the ice.

Must perform both directions.

**Eagle/C-Step**

Clockwise + Counterclockwise

Eagle

An eagle turn is performed on two inside edges with one-foot skating in the forward direction and the other in the backward direction. Players will execute on flexed knees with open hips. The upper body and core should maintain a strong frame.

Players will approach the turn from forwards skating, step onto a forward inside edge and place the back foot on a backward inside edge to initiate a 2-foot glide around the turn in an eagle position. Pressure should be applied during the turn to increase curve and prepare for acceleration exiting the turn. The turn should consist of approx. 180°.

Repeat in opposite foot.

For assessment, eagle turn must be executed in both direction.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited upper body control. Upper body square to inside edges. May have some trouble getting feet facing both ways (forwards and backwards). The stick may not be in the correct position. 	<ul style="list-style-type: none"> Reasonable upper body control. Upper body square to inside edges. Able to get into the correct position. Stick positioned inside the turn, with one hand or two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick off the ice. 	<ul style="list-style-type: none"> Strong upper body and core, square to inside edges. Ease of motion and quickness in and out of the position. Stick controlled, positioned inside the turn, with one hand or two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick slightly off the ice.

Must perform both directions.

**Eagle/C-Step**

Left + Right

C-Step

Players will approach the turn from forwards skating, step onto a forward inside edge and place the back foot on a backward inside edge at approximately the half point of the turn. Full weight transfer should occur to enable a one-foot glide into the turn (forward inside) and a one-foot glide out of the turn (backward inside). The turn should consist of approximately 180°.

Repeat on opposite foot.

For assessment, C-Step must be executed in both directions.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited upper body control. Upper body square to inside edges. May have some trouble transferring weight from one foot to another. The stick may not be in the correct position. 	<ul style="list-style-type: none"> Reasonable upper body control. Upper body square to inside edges. Able to get into the correct position with good weight transfer. Stick controlled, positioned inside the turn, with one hand or two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick off the ice. 	<ul style="list-style-type: none"> Strong upper body and core, square to inside edges. Ease of motion and quickness demonstrated during weight transfer. Stick controlled, positioned inside the turn, with one hand or two hands on the stick. H: Lie of the blade on the ice. R: Tip of the stick slightly off the ice.

Must perform both directions.

**Reverse Pivot Turn****Reverse Pivot Turn (Clockwise + Counterclockwise)**

Players enter the turn through a 2-foot glide with upper body leading into the turn. At the top of the turn, keeping their head, shoulders, and core square, players initiate the turn by pressing into the ice with the lead hip forward. Players will then rise to create unweighting and twist the hips to change the direction to backwards. Players will exit the turn with a 2-foot glide in the opposite direction of the entry of the turn.

Repeat in the opposite direction.

For assessment, reverse pivot turn must be executed in both directions.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Some upper body control attempting to lead with inside shoulder. Some knee bend evident before turn. Acceleration is not evident. Stick held in front of turn, on the ice. 	<ul style="list-style-type: none"> Upper body controlled leading with inside shoulder. Smooth weight transfer during the turn and able to maintain some balance and flow. Some acceleration may be evident on exit. Stick is reasonably controlled and held in front of turn. H: Lie of the blade on the ice. R: Tip of the stick off the ice. 	<ul style="list-style-type: none"> Solid upper body control, leading with inside shoulder. Smooth weight transfer during the turn and able to maintain balance and flow. Acceleration demonstrated upon exit. Stick is controlled and held in front of the turn. H: Lie of the blade on the ice. R: Tip of the stick slightly off the ice.

Must perform both directions. No puck/ring skill.

**Starts****Explosive Start****Forward Explosive Start**

From a standstill, players initiate an explosive start by turning their toes outward and driving their body forward through short, choppy steps that are executed directly on the toes of the blade, progressing to forward strides. Toes maintain a turned-out position and are hip-width apart. Players hold the stick with one hand as gain forward momentum.

For assessment, start must be executed from a stationary position.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Some lean towards direction of travel evident with upper body. Head may not be up. Attempts start with choppy strides. Toe push action may be limited. Stick may not be in the correct position. 	<ul style="list-style-type: none"> Lean towards new direction evident with upper body. Head is up. Performs start with forceful short strides. Attempts toe push action. Stick positioned in front of the body. 	<ul style="list-style-type: none"> Upper body executes a strong lean forward in new direction. Head is up. Performs powerful start with forceful push on toes. Stick positioned in front of the body and is controlled upon take-off.

Initiated from a complete stop. No puck/ring skill.

Starts**Forward Crossover Start****Forward Crossover Start (Left + Right)**

From a standstill, players initiate a forward crossover start by turning their stick and head to the intended direction. Players then push off the inside edge of one-foot crossing over the other foot forcing an outside undercut push. The player then executes a series of short, choppy steps on the toes, similar to the explosive start technique, before transitioning to forward strides. Players hold the stick with one hand throughout this type of start.

Repeat in opposite direction.

For assessment, start must be executed from a stationary position.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Some lean towards direction of travel evident with upper body. Head may not be up. Attempts start with full crossover action. Stick may not be in the correct position. 	<ul style="list-style-type: none"> Lean towards new direction evident with upper body. Head is up. Performs start with full crossover action. Stick positioned in front of the body. 	<ul style="list-style-type: none"> Upper body executes a strong lean towards new direction. Head is up. Performs powerful start with solid cross over action. Stick positioned in front of the body and is controlled upon take-off.

Both directions executed. Initiated from a complete stop. No puck/ring skill.

**Starts****Backward Crossover Start****Backward Crossover Start (Left + Right)**

From a standstill, players initiate a backwards crossover start by turning their hips to initiate a c-push/cut and applying pressure to this foot. The skater then pushes off this foot and performs a backward crossover exiting with a backward inside step or lunge to initiate a backwards lateral movement. Players hold the stick with one hand throughout this type of start.

Repeat in opposite direction.

For assessment, start must be executed from a stationary position.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Some lean towards direction of travel evident with upper body. Attempts start with correct foot work. Stick may not be in the correct position. 	<ul style="list-style-type: none"> Strong upper body. Head is up. Reasonable start and undercut executed with some backwards momentum generated. Stick positioned in front of the body. 	<ul style="list-style-type: none"> Strong upper body and core engagement. Head is up. Performs powerful start with forceful undercut to gain speed backwards. Stick positioned in front of the body and is controlled upon take-off.

Both directions executed. Initiated from a complete stop. No puck/ring skill.

**CONTROL SKILLS**

Stops	Left + Right	
Side Stop	<p>From forwards skating, players will execute a stop with their feet side by side in a parallel position. There should be equal pressure on both feet. Players stop on their inside and outside edges with their hips, knees, and ankles flexed. Feet should be no wider than shoulder-width apart.</p> <p>For assessment, a complete stop must be demonstrated.</p>	
Continuum of Development		
Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control of upper body. Some pressure evident for stop. Stop executed with the inside edge with limited involvement of the outside edge. Lie/tip of the stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Upper body has reasonable control. Reasonable speed going into the stop and demonstrates a reasonable amount of pressure for a complete stop. Stop attempted on both inside and outside edges. Lie/tip of the stick is on ice, in triangle position. 	<ul style="list-style-type: none"> Upper body is strong and controlled. Good speed going into the stop and demonstrates a large amount of pressure for a quick, sharp, complete stop. Stop executed on both inside and outside edges of each foot respectively. Lie/tip of the stick is on ice, in triangle position.
Complete stop demonstrated.		

**Stops****Backward V**

From backwards skating, players will execute a stop by applying pressure to their blades and pushing their feet out and backwards, while externally rotating their feet. Equal pressure should be applied to both feet. Players stop on their inside edges with their knees flexed and upper body controlled. Coaches may teach ½ snowplow stops (using just the right or the left) as a progression to this skill.

For assessment, a complete stop must be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control of upper body. Limited backward speed going into the stop and only some pressure evident for stop. Lie/tip of the stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Upper body has reasonable control. Skater demonstrates reasonable backward speed going and demonstrates adequate pressure for complete stop. Lie/tip of the stick is on the ice, in triangle position. 	<ul style="list-style-type: none"> Upper body is strong and controlled. Skater demonstrates quick backward speed going into the stop and executes a large amount of pressure for a quick, sharp, complete stop in a backward V position. Lie/tip of the stick is on ice, in triangle position.

Complete stop demonstrated.

**Stops**

Left + Right

Forward 1-Foot

From forwards skating, players will execute a 1-foot side stop similar in nature to the 2-foot side stop. Players will be taught the forward inside side stop as the main stop, however coaches may challenge development with the forward outside side stop as well. For assessment, a complete stop must be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control of upper body. Skater demonstrates limited speed going into the stop. Some pressure evident for stop. Unable to maintain balance on one foot after stop. One foot may be stronger than the other. Lie/tip of the stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Upper body has reasonable control. Skater demonstrates reasonable speed going into the stop. Adequate Pressure applied for complete stop. Able to maintain some balance on one foot after stop. May be some variance with left and right execution. Lie/tip of the stick is on ice, in triangle position. 	<ul style="list-style-type: none"> Upper body is strong and controlled. Skater demonstrates quick speed going into the stop. A large amount of pressure can be applied for a quick, sharp, complete stop. Able to maintain balance on one foot after the stop. Performed equally on both feet. Lie/tip of the stick is on ice, in triangle position.

Complete stop demonstrated

**Stops**

Left + Right

Backward 1-Foot

From backwards skating, players will execute a 1-foot stop similar in nature to the backwards 2-foot stop. Players will skate backwards and apply pressure to one foot in a backwards and outwards motion, using the inside edge of their blade to come to a complete stop with complete weight transfer. Repeat on opposite foot. For assessment, a complete stop must be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Poor control of upper body. Skater demonstrates limited backward speed going into the stop. Some pressure evident to create stop on a backward inside edge. One foot may be stronger than the other. Lie/tip of the stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Upper body has reasonable control. Skater demonstrates reasonable backward speed going into the stop. Adequate pressure applied on a back inside edge for complete stop. May be some variance with left and right execution. Lie/tip of the stick is on ice, in triangle position. 	<ul style="list-style-type: none"> Upper body is strong and controlled. Skater demonstrates quick backward speed going into the stop. A large amount of pressure can be applied for a quick, sharp, complete stop on a backward inside edge. Able to maintain balance on one foot after the stop. Left and right foot equally executed. Lie/tip of the stick is on ice, in triangle position.

Complete stop demonstrated on both feet.

**Backward Stride**

From a backward skating stance, skaters will transfer their body weight initiated from a C-pushing motion on a back inside edge, utilizing full extension of the hip, knee and ankle. Players will then recover the pushing foot directly under themselves preparing for a sequential push on the other foot. Upper body should be strong with a natural movement and rhythm between the upper body and lower body.

For assessments, players are to skate down the length of the ice.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control of upper body positioning. Limited use of full range of motion of hip, knee, and ankle (short and wide stride length). One hand on the stick, with limited stick control. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Reasonable range of motion of hip, knee and ankle during stride (medium stride length). Quick return for next push. Power is developing. One hand on the stick, with reasonable control. 	<ul style="list-style-type: none"> Good control and positioning of upper body. Full range of motion of hip, knee and ankle during strides demonstrating efficient power (long stride length). Quick and narrow return for next push. One hand on the stick with complete control.

Full length of ice skated.

**Backward Edges****Inside + Outside**

Left + Right

In a backward skating stance, players will skate backwards and push onto one foot performing a curved edge glide (backward inside or outside). With body lean and control, players will transfer body weight and push to the same edge on the other foot. The skater's free foot should be held near the ice and placed close to the heel of the skating foot. The stick remains in control with little to no upper body movement.

For assessment, backward outside and backward inside edges must be performed executing 3 edges on each foot.

The use of pylons to identify the depth of curve highly recommended.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control and positioning of upper body. Some instability may occur. Free-foot position may be uncontrolled. Lie/tip of stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Stance positioning evident showing stability. Free-foot is reasonably controlled. Edges show reasonable depth and control. H: Lie of the stick on the ice with some control in front of the body. R: Tip of the stick may be off the ice with some control in front of the body. 	<ul style="list-style-type: none"> Good control and positioning of upper body. Solid stance positioning. Free-foot is controlled. Edges show good depth and control. H: Lie of the stick on the ice and controlled in front of the body. R: Tip of the stick is slightly off the ice with control in front of the body.

3 edges demonstrated on each edge and foot.

**Backward Edges****Sustained**

Clockwise + Counterclockwise

Players take a few backward strides around a face-off circle generating speed. Once enough speed has been obtained, the player will step onto one foot to hold a sustained edge (glide) for the full circumference of the circle. During this glide, the player will remain in control of their body position and stick. The player must perform this exercise on both feet in both direction to achieve a backward outside and backward inside edge on each foot.

For assessment, players attempt to complete 270 ° (3/4) of the circle.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Limited control and positioning of upper body. Some instability may occur. Free-foot position may be uncontrolled. Edges lack depth and control. Lie of stick may not be in correct positioning. May have lack of stick control. 	<ul style="list-style-type: none"> Reasonable control and positioning of upper body. Shoulders may be square to the curve. Stance positioning evident showing some stability. Free-foot is reasonably controlled. Edges show reasonable depth and control. H: Lie of the stick on the ice, may or may not be in line with the edge R: Tip of the stick may be off the ice. May or may not be in line with edge. 	<ul style="list-style-type: none"> Good control and positioning of upper body. Shoulders positioned into the curve. Solid stance positioning showing stability. Free-foot is controlled. Edges show good depth and control. H: Lie of the stick on the ice and in line with the edge. R: Tip of the stick slightly off the ice and in line with the edge.
Sustained edge held for ½ of the circle on 2 of the 4 edges. No puck/ring skill.	Sustained edge held for ½ of the circle on 3 of the 4 edges. No puck/ring skill.	Sustained edge held for ¾ of the circle on 3 of the 4 edges. No puck/ring skill.

**Backward Crossovers**

Clockwise + Counterclockwise

Skating in a clockwise or counter-clockwise direction, a player will initiate a lean into the circle to perform a push onto a backward outside edge. The foot on the outside of the circle will then proceed to cross over the skating foot stepping onto an inside edge. This is followed by an undercut push that is initiated by the original skating foot performing a push from the outside edge that reaches outside the circle. That foot then reaches inside the circle to prepare for the repetition of the pushing pattern. To train maximum power, have the players perform the crossover on flexed knees and extend fully on each push. The upper body and core should maintain a strong frame.

For assessment, complete circle in both directions should be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body held square to the direction of travel with limited body lean. Slight rotation toward circle may be evident. Lower body demonstrates some knee and ankle bend with attempt at full crossover action. Limited power evident. Stick held with one hand or two hands and may not be in correct positioning. 	<ul style="list-style-type: none"> Upper body attempts to rotate towards circle with some body lean. Lower body demonstrates a strong stance position, with a crossover action that is equal. Power is developing. Stick held with one hand or two hands. 	<ul style="list-style-type: none"> Upper body rotation and body lean solid towards circle. Lower body demonstrates a strong stance position, with a crossover action that is solid and powerful. Two pushes evident showing acceleration. Stick held with one hand or two hands and is used as an extension of the arm.

Full circle of crossovers executed in both directions.



**Backward
Lateral
Movement**

Skating backwards, a player will shift laterally down the ice by performing a crossover in one direction exiting on an inside edge, in a semi-lunge position, then shift their body weight to prepare for a crossover in the opposite direction. For maximum power, players will perform on flexed knees achieving full extension of each push and undercut push. Upper body and core maintain a strong frame that is square to the direction of travel.

For assessment, a lateral in each direction should be demonstrated.

Continuum of Development

Early Stage of Development	Moderate Stage of Development	Advanced Stage of Development
<ul style="list-style-type: none"> Upper body square to the direction of travel. Some weight and direction transfer evident. Some rhythm of patterning with some variance in power. Full crossover action attempted. Stick held with one hand or two hands and may not be in correct position. 	<ul style="list-style-type: none"> Upper body reasonable with some weight and direction transfer. Good stance position with good rhythm and patterning. Full crossover action achieved. Power developing. Stick held with one hand or two hands and in front of the body. 	<ul style="list-style-type: none"> Relaxed, solid upper body with an ease of weight and direction transfer that moves in a natural rhythm with lower body. Solid stance position with quick feet demonstrating power and acceleration in full crossover. Stick held with one hand or two hands and is used as an extension of the arm.

Demonstrates lateral movement in each direction. No puck/ring skill.



CHAPTER 7: ASSESSING



07.

ASSESSING

ASSESSING IN POWERSKATE

All participants in a PowerSkate program will receive a formal assessment of each individual skill as well as a comparison of Speed Drill times from the first and last week. Assessing allows for participants to have a benchmark in the program as they strive towards improving their skating skills. Each skill is assessed using a Continuum of Development which identifies different levels of skill acquisition at the Learn to Train level.

The Continuum of Development outlines the physical attributes expected as the skater progresses through the Learn to Train stage of development. These standards are found in the Descriptions and Standards document in this resource. Coaches are responsible for assessing the PowerSkate skills using these tools and guidelines as well as recognizing skills that are in development.

Clubs and skating schools should keep record of skater's achievements to allow for a smooth transition from season to season. It is a mandatory delivery standard that all participants in the program receive the PowerSkate Assessment Sheet upon completion of the program.

WHEN TO ASSESS

Assessing will be an ongoing process and can be done over multiple sessions. Coaches will assess in their regular lesson on the circuits designed for each day. Coaches are encouraged to use the progress sheets to track skaters' achievement. Program Assistants (PAs) may assist with progress sheet recording under the coach's direction.

Tracked progress will then be transferred to each participant's individual Assessment Sheet with their speed times and handed out at the last session.

Note: The first 5 weeks of the program should focus on skill introduction and acquisition. Take the time to focus on teaching strong technique as well as providing feedback and corrections. The second half of the program reviews all skills taught. This is an excellent time to start assessing and recording achievements.

SPEED DRILLS

The speed drill is a component of the PowerSkate assessment process. The purpose of the speed drill is to encourage speed and power through a PowerSkate program and provide participants with a quantifiable measure of improvement. The speed drills will be formally timed and recorded during the first and last sessions. Coaches are encouraged to practice the speed drills during development time. The speed drill consists of participants being timed skating one lap forwards and one lap backwards consecutively. Coaches are encouraged to have extra help on these days to assist with the recording of times on the ice.

Strategies for timing include:

- Designate one coach, program assistant or volunteer to record times.
- Stagger starts.
- Run multiple (3-4) players at once.
- Using a station format, assign perimeter of the ice as the Speed Drill station and use the inside space to run a development time station. Pull a few individuals out at a time to run the speed drill.
- Ensure that pylons are set up for skaters to skate around to assist with consistency of the pattern or ice coverage.

Other ways to train speed in the session is to include fast track laps (perimeter of the ice) between lesson times or session components. Be sure to designate a direction for the fast track prior to each session and ensure all coaches and skaters are aware.

Speed drill times can be collected on a group tracking sheet throughout the program and then recorded on the final Assessment Sheet for each skater.

ASSESSMENT SHEET

Coaches are responsible for providing participants with an Assessment Sheet at the end of the program. The Assessment Sheet lists all skills in the PowerSkate program. Coaches will be able to identify each skill at an early, moderate or advanced

stage of development. Depending on total number of each skills in early, moderate and advanced a participant will be awarded a bronze, silver, or gold badge. The Assessment Sheet will also show the participant's speed times.

Please note, for more advanced players or sessions, a coach may evaluate all skills with the puck/ring

Please see Appendix E for a copy of the PowerSkate Assessment Sheet.

The overall rating for each skater will be calculated by:

Continuum of Development	OVERALL PowerSkate Badge
Advanced: Exiting or has mastered the level for this stage of development.	GOLD
Moderate: In the middle of this stage of development.	SILVER
Early: Entering this stage of development.	BRONZE

Totaling each column checkmarks for Balance, Agility and Control.

BALANCE SKILLS			E	M	A	AGILITY SKILLS			E	M	A	CONTROL SKILLS			E	M	A	
Stance	2-foot stance FWD					Slalom	2-foot FWD					Stops	FWD 2-foot L					
	2-foot stance BWD						2-foot BWD						FWD 2-foot R					
	FWD 1-foot stance L						FWD 1-foot L						Backward V					
	FWD 1-foot stance R						FWD 1-foot R						FWD 1-foot L					
	BWD 1-foot stance L						BWD 1-foot L						FWD 1-foot R					
	BWD 1-foot stance R						BWD 1-foot R						BWD 1-foot L					
Forward Stride						Tight Turns	180° CW											
Forward Edges	Edges Inside						180° CCW											
	Edges Outside						360° CW											
	Sustained CW					360° CCW												
	Sustained CCW					Eagle/C-Step	Eagle CW											
Forward Crossovers	CW						Eagle CCW											
	CCW						C-Step LEFT											
Forward Lateral Movement						Reverse Pivot	C-Step RIGHT											
Please indicate highest rating								CW										
☐ GOLD = 11 or more Advanced						Starts	CCW											
☐ SILVER = 11 or more at Moderate or higher								Explosive										
☐ BRONZE = 11 or more Early or higher							FWD Crossover L											
							FWD Crossover R											
							BWD Crossover L											
							BWD Crossover R											
							Please indicate highest rating											
							☐ GOLD = 17 or more Advanced											
							☐ SILVER = 17 or more at Moderate or higher											
							☐ BRONZE = 17 or more Early or higher											
							☐ GOLD = 12 or more Advanced											
							☐ SILVER = 12 or more at Moderate or higher											
							☐ BRONZE = 12 or more Early or higher											

Based on the information at the bottom of these columns, identify the individual assessment levels.

Carry these ratings to the OVERALL RATING boxes and input levels.

BALANCE	AGILITY	CONTROL	OVERALL RATING	SPEED DRILL TIMES		
☐ GOLD	☐ GOLD	☐ GOLD	☐ GOLD - 2 or more at Gold level	1st Attempt	2nd Attempt	Difference
☐ SILVER	☐ SILVER	☐ SILVER	☐ SILVER - 2 or more at Silver level or higher			
☐ BRONZE	☐ BRONZE	☐ BRONZE	☐ BRONZE - 2 or more at Bronze level			





Based on the information provided, assign the appropriate overall rating and transfer your speed drill times from the first and last session.

Please note: For skaters at the Gold level, coaches may assess their skills with a puck or ring.

OPTIONAL TIMED DRILLS

Optional Timed Drills are supplementary drills designed to challenge agility and speed development.

These drills are not a mandatory component of the PowerSkate program. Coaches may use these drills as additional incentives or motivation. The drills consist of six levels, each with a designated time outcome of Bronze, Silver or Gold.

These drills can be incorporated in conjunction with the Speed Drill component on Session 1, 5 and 10 or additional designated times. More information can be found within the PowerSkate online resources.

STRATEGIES ON HOW TO ASSESS:

- Ensure you are familiar with the expectations for each level of the skill you are assessing.
- Observe and assess the skill as part of your regular lesson.
- Consider focusing on one skill at a time.
- Track performance on progress sheet for all skaters in your group.
- Repeat for the next skill if doing more than one skill in the lesson time.
- After the session, transfer individual information to an Assessment Sheet.
- Continue this until all skills have been assessed.
- Calculate overall assessment in Balance, Agility and Control, as well as final outcome.
- Fill in tips, feedback and encouragement in the comment section of the Assessment Sheet.
- Provide participant with appropriate overall badge and Assessment Sheet.



APPENDIX





A

EQUIPMENT

HELMET

All PowerSkate participants are required to wear a CSA-approved hockey helmet at all times during the session. It is recommended for coaches to also wear a helmet but is not mandatory by Skate Canada.

BODY EQUIPMENT

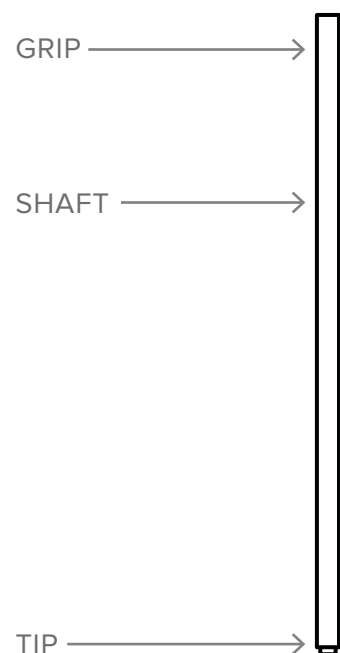
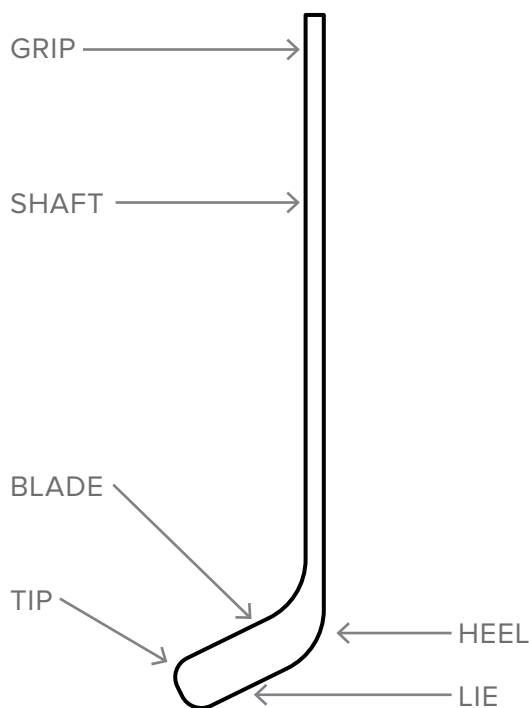
Players are strongly encouraged to wear full hockey/ringette equipment during a PowerSkate session to ensure they are practicing in game attire. PowerSkate participants must wear hockey/ringette gloves and skates.

STICK

A player must learn how to utilize the stick effectively while skating. Players may use a hockey or ringette stick in the PowerSkate program.

PUCK/RING

The use of a puck or ring in the PowerSkate session will vary depending on the level of skater and coach's discretion. The focus of this program is on the quality development of strong skating skills.



B

STICK GUIDELINES

HOW TO HOLD A HOCKEY/RINGETTE STICK PROPERLY

- Top hand is in control – top hand strength is essential, and often overlooked.
- Bottom hand (when on stick) is mobile, should be approximately a forearm's length away from the top hand for most skating skills (this may vary depending on skill execution).
- Lie of the stick should maintain contact with the ice.

PUCK/RING ON STICK

- A good range of motion is essential.
- Players must have the ability to transfer between one hand and two hands on their stick without changing their skating technique.
- Pushing the puck/ring with one hand allows for quick acceleration.
- When handling the puck/ring in tight spaces, a player should have two hands on the stick. This is essential for puck/ring protection.
- A player should have two hands on stick when handling the puck in traffic areas.

ONE HAND ON THE STICK

- One hand on the stick when skating forwards (straight away).
- One hand on the stick when skating backwards or pivoting.
- One hand on the stick when crossing over to backhand (as long as body position is controlled).
- One hand on the stick when defending in tight spaces: stick must be controlled, on the ice, and in front of the player at all times.

TWO-HANDS ON STICK

- Two-hands on the stick when executing a tight turn.
- Two-hands on the stick when crossing over to forehand side.
- Two-hands on the stick when near opponents.
- Two-hands on the stick when handling the puck, taking a face-off, receiving a pass, or taking a shot.



Triangle Position





C

SAFETY

Safety is the priority on any PowerSkate session. Below are some tips to keep your session safe, fun and a welcoming environment for learning.

THE SESSION

30 skaters maximum on a PowerSkate Session.

THE ICE

- Be sure to check the entire ice surface for debris, bumps or holes. Clear, repair or clean as necessary.
- All board doors should be closed during the session.
- Ensure all the hockey/ringette nets are off the ice.
- Review proper conduct and behaviour expectations with skaters prior to the season starting. This could include:
 - » Always skate with your eyes up to avoid physical contact with other players.
 - » When skating backwards, be mindful of what is behind you.
 - » If you fall, get up quickly.
 - » If you knock a pylon over, it is your job to replace it.
 - » Be respectful to those around you.
 - » When skating on the fast track, it is your responsibility to ensure you do not get in the way of another skater on a circuit.
 - » Be mindful of the direction of the day for fast track laps.
 - » Inform skaters there is no shooting of the puck or ring in the PowerSkate program.
- On circuits:
 - » Provide lanes when possible to accommodate faster skaters.
 - » Ensure pylons or other teaching aids help identify direction of traffic, and pathways.
 - » Allow skaters to pass on a circuit to ensure everyone can skate at their own pace.
 - » Ensure all teaching aids are safely placed and maintained.

THE SESSION ENVIRONMENT

- Bullying or aggressive behavior will not be tolerated.
- Establish drop off and pick up procedures to ensure skaters are being handed off to the appropriate parent or guardian.
- Identify a board member or parent to be on watch for suspicious individuals or actions during the sessions.
- Be mindful of the power a coach holds. Treat this with respect and honour.
- Be sure to provide opportunities to create a safe environment for all skaters, regardless of race, gender or ability (within the limits of the program).
- Ensure there is a fully stocked First Aid Kit available and located close to the ice.
- Ensure all coaches know the Emergency Action Plan in case of an emergency (ie. Evacuation, fire, loss of power etc).
- Inform parents/guardians that skaters must have a designated responsible adult in the building at all times.

EQUIPMENT

- Ensure all skaters are wearing appropriate skates, hockey gloves and a CSA approved and valid helmet.
- Provide instructions for proper use and conduct of hockey or ringette stick.



D

PARENT INFORMATION

SAMPLE INFORMATION LETTER DESIGNED FOR PARENTS

PowerSkate is Skate Canada program designed to enhance the skating skills for hockey and ringette players in the Learn to Train stage of development of the Long-Term Athlete Development Model (LTD).

Skaters in this program will work on 15 skill buckets organized into 3 fundamental areas: Balance, Control and Agility. Skaters will be monitored and assessed based on their progress through this stage of development:

Early: Entering this stage of development.

Moderate: In the middle of this stage of development.

Advanced: Exiting or has mastered the level for this stage of development.

Each training session is designed with the following format:

Warm up: 10 mins to warm up the core temperature of the body and review skills from previous lessons.

Lesson time: 30 mins total, 10 mins per fundamental area.

Development time: 10-15 mins to challenge the skater's development of skills learned.

Cool down: 5 mins to lower the heart rate, increase range of motion, stretch muscles.

Your coach(es) for this session are: (insert information here).

Your program assistants for this session are: (insert information here).

Insert specific instructions to parents here. Items like:

- Please arrive at the arena 15 mins before your session begins to get dressed into the proper equipment.
- Please use dressing rooms #__ and #__
- Our PowerSkate coordinator will be available at the sign in table located in the lobby.

SAMPLE AGENDA FOR A PARENT INFORMATION SESSION

Date:

Time:

Location:

1. Welcome

Thank parents for attending. Distribute any hard copies of information (program info, safety policies, club/school information, etc).

2. Introduction of the Team:

Coaches:

Program Assistants:

Club Volunteers/Program Coordinators

3. Overview of the Program and Format

- Objectives of the PowerSkate program: to enhance skating skills for hockey and ringette players in the Learn to Train stage of development. This is not a learn to skate program. If skaters need to learn to skate, CanSkate offers a great opportunity to build the skating basics.
- Emphasis is on proper skating technique. The puck or ring will be added to the skills as the skater becomes more proficient in their skating.
- Skaters will be monitored based on their progression through this stage of development (Early, Moderate or Advanced).
- Session format will be as follows:
 - » 10 mins Warm up - to increase core temperature of body/muscles and to review past skills.
 - » 30 mins Lesson time - to work on skating skill technique and acquisition.
 - » 10 – 15 mins Development time - to challenge acquisition and development.
 - » 5 mins Cool down - to increase range of motion and lower heart rate.

4. Equipment

- Proper CSA, valid (not expired) helmet must be worn. Hockey gloves and skates mandatory. Full equipment recommended.



5. Facility information

- Dressing room information.
- On and off doors for program (ice rink).
- Club bulletin board, office or board member location during program.

6. Questions

7. Thank you

Remind parents about any upcoming events or information, website and newsletters to watch for.

E ASSESSMENT SHEET

BALANCE SKILLS		E	M	A	AGILITY SKILLS		E	M	A	CONTROL SKILLS		E	M	A	
Stance	2-foot stance FWD				Slalom	2-foot FWD				Stops	FWD 2-foot L				
	2-foot stance BWD					2-foot BWD					FWD 2-foot R				
	FWD 1-foot stance L					FWD 1-foot L					Backward V				
	FWD 1-foot stance R					FWD 1-foot R					FWD 1-foot L				
	BWD 1-foot stance L					BWD 1-foot L					FWD 1-foot R				
	BWD 1-foot stance R					BWD 1-foot R					BWD 1-foot L				
Forward Stride					Tight Turns	180° CW				BWD 1-foot R					
Forward Edges	Edges Inside					180° CCW				Backward Stride					
	Edges Outside					360° CW				Backward Edges	Edges Inside				
	Sustained CW					360° CCW					Edges Outside				
	Sustained CCW				Eagle/C-Step	Eagle CW					Sustained CW				
Forward Crossovers	CW				Reverse Pivot	CW				Sustained CCW					
	CCW					Starts	Explosive				Backward Crossovers	CW			
Forward Lateral Movement						FWD Crossover L				CCW					
Please indicate highest rating					Please indicate highest rating					Please indicate highest rating					
<input type="checkbox"/> GOLD = 11 or more Advanced					<input type="checkbox"/> GOLD = 17 or more Advanced					<input type="checkbox"/> GOLD = 12 or more Advanced					
<input type="checkbox"/> SILVER = 11 or more at Moderate or higher					<input type="checkbox"/> SILVER = 17 or more at Moderate or higher					<input type="checkbox"/> SILVER = 12 or more at Moderate or higher					
<input type="checkbox"/> BRONZE = 11 or more Early or higher					<input type="checkbox"/> BRONZE = 17 or more Early or higher					<input type="checkbox"/> BRONZE = 12 or more Early or higher					
BALANCE	AGILITY	CONTROL	OVERALL RATING		SPEED DRILL TIMES										
<input type="checkbox"/> GOLD	<input type="checkbox"/> GOLD	<input type="checkbox"/> GOLD	<input type="checkbox"/> GOLD - 2 or more at Gold level		1st Attempt	2nd Attempt	Difference								
<input type="checkbox"/> SILVER	<input type="checkbox"/> SILVER	<input type="checkbox"/> SILVER	<input type="checkbox"/> SILVER - 2 or more at Silver level or higher												
<input type="checkbox"/> BRONZE	<input type="checkbox"/> BRONZE	<input type="checkbox"/> BRONZE	<input type="checkbox"/> BRONZE - 2 or more at Bronze level												
Comments:															
Coaches Signature:						Date:									



F MUSIC ON A POWERSKATE

Music can be a great way to motivate the participants on a PowerSkate session. It can also be used as a strategy for pacing and timing of a session. Use upbeat music for warm up to set the tone of the session, you can coordinate movements or exercises to the music for the participants to repeat. During the lesson time, the music should be recorded at a lower volume to allow coaches to conduct their technical lesson. For Development Time and Cool Down, the volume can be amplified to conclude the session. Use musical queues to note progress of the session, players will recognize this sound. If you are including Fast Track as part of lesson rotation, add in 1 minute clip of a song that will motivate speed.

PowerSkate Theme Song Example

1. Hockey Night In Canada theme song
2. Come with me now (Kongos)
3. Feeling Good (Sheepdogs)
4. Pour some sugar on me (Def Leppard)
5. Kryptonite (3 doors down)
6. Too much too young too fast (Airbourne)
7. The Pretender (Foo Fighters)
8. Joker and the Thief (Wolfmother)
9. Light em up (Fall out boy)
10. Shipping up to Boston (Dropkick Murphys)
11. Saviour (Rise against)
12. Can't hold us (Macklemore)
13. Good Feeling (Flo Rida)
14. Thunder (Imagine Dragons)

Sample of a PowerSkate Session Music Playlist: 55 min session

Part of the session	Music suggestion
Warm up	Thunder, Feeling good
Fast Track Laps	Hockey Night in Canada Theme Song
Lesson 1	Music recorded at a lower level to be played in the background
Fast Track Laps	Hockey Night in Canada Theme Song
Lesson 2	Music recorded at a lower level to be played in the background
Fast Track Laps	Hockey Night in Canada Theme Song
Lesson 3	Music recorded at a lower level to be played in the background
Fast Track Laps	Hockey Night in Canada Theme Song
Development Time	Good Feelin' , Can't Hold us, Kryptonite
Cool Down	(Something a little slower)



G LEGEND

	Start
	Stop
	Forward Strides
	Backward Strides
	2-foot Sculling
	1-foot Sculling 1-foot C-cut
	2-foot Glide
	2-foot to 1-foot Glide
	Stationary Stance
	Slide Steps
	Toe Walk

	Explosive Start
	2-foot Side Stop
	1-foot Side Stop
	Stationary bwd V-Stop
	Backward V-Stop
	Backward 1-foot Stop
	2-foot Slalom
	Multi Turns
	1-foot Slalom
	Inside or Outside Edges
	Eagle Turn or other turns as identified

	C-Step
	Lateral Movement Walkthrough - Step, Cross, Lunge
	Forward/Backward Lateral Movement
	1-foot Forward Strides
	360° Tight Turn
	180° Tight Turn
	360° Step Turn
	Small Circle Eagles
	Stationary Walk Through C-Step
	Small Circle Eagle w/ Weight Transfer
	Walking Overs

	2-foot Cross Glide
	Reverse Pivot Turns
	Crossover Start
	Lateral Movement Walkthrough- 2-foot Backwards Glide w/ Side Lunges





H

GLOSSARY OF TERMS

Term	Definition
2-foot glide in crossed position	An exercise used to develop crossovers. Skaters glide with their feet crossed, ideally hip width apart, in a straight line or on a curve.
360° Step Turn	An exercise to establish transfer of weight from one foot to another during a turn. Skaters will skate forwards or backwards and execute a 360° turn alternating feet multiple times during the turn.
4-Lane Highway	A format used throughout the PowerSkate program. Mostly used during warm up, development time or cool down. Skaters line up in 4 lanes at the goal line and do the assigned exercise down the ice in their lane at the same time. When skaters get to the end of the rink, they return to start by splitting into two directions. Two lanes will go to the left and the other two lanes will go to the right and follow the path along the boards to return to start again. Please refer the Session Plans to see examples of 4-Lane Highway format.
5-Circles	A format used in the PowerSkate program. Mostly used during warm up, development time, or cool down, skaters utilize the 5 hockey circles on the ice in a cyclical sequence to train edges or crossover movements. Please refer the Session Plans to see examples of 5-Circle format.
Assisted	When a coach physically helps the skater in skill acquisition.
C-cut	A term used to describe the action on the ice for pushing. Generally referred to when teaching backward skating skills, skaters will start this action by gliding on two feet and applying pressure to the inside of one foot while turning the heel out, thus allowing the balance point on the blade to shift to the front. Increasing pressure, the pushing foot will then create a lobe or curve on the ice resembling a “C”, “heart” or “ear” shape. The pushing foot then returns to the original stance.
Challenge Day	This day is meant to be a fun review session that challenges the development of skills learned in the program. Please see session 6 lesson plan for Challenge Day ideas.
Chariots	A partner resistance exercise that sees two skaters joined by their sticks, one on each side of them, with one hand of each skater on each stick. There are many variations of this exercise including: <ul style="list-style-type: none"> • Front skater skating forward, back skater on their knees to create drag or resistance. • Front skater skating backwards, back skater in a snowplow position to create resistance. <p>The main goal of this exercise is to increase the strength in skater’s strides by applying resistance to their movement.</p>
Circuit	A course that has a start but no end. It is a continuous pattern of skills or progressions for skaters to follow during their lesson time.



Term	Definition
Circle Push	A term used to describe the first push of a crossover where the pushing foot is lifted off the ice while the skating leg is on an outside edge.
Continuous Lanes	A format used in the PowerSkate program. Continuous lanes follow a circuit format as it has a starting point and no end. Starting in one corner of the ice, create a lane of activity close to the boards that runs the full length. Once at the opposite end, create a 2nd lane that runs between the 1st lane and the center axis of the ice. Continue this until 4 lanes have been created and instruct the skaters to return to the beginning of lane 1 when they complete lane 4. Please refer the Session Plans to see examples of Continuous Lanes.
Cool-Down	A period of time at the end of physical activity to decrease the heart rate and stretch the muscles that were utilized.
Crossrolls	A skill that can be used to develop crossovers. Skaters execute an outside edge on one foot, crossing over the free leg in front to execute another outside edge on the opposite foot and in the opposite direction. Skaters should be pushing from outside edge to outside edge, crossing above the knee.
Development Time	A period of time dedicated to further train skill acquisition in a fun and challenging way. Other trainable areas can also be focused on during this time such as resistance, inclusion of the puck/ring, and speed. Examples of Development Time can be found in the Session Plans.
Fast Track	A term used to indicate the pathway around the perimeter of the ice. The Fast Track can be used in several ways to develop power and speed. For example: <ul style="list-style-type: none"> • Skaters can do a lap around the fast track before moving to their next station. • Coaches can lead the end of their circuit to the fast track and have the skaters complete a lap before returning to the start position.
Free Foot	A term used to describe a foot that is not on the ice. Usually used when describing where the foot off the ice should be placed during execution of the skill.
Fundamental Areas	Balance: Concentrating on most forward skills, stride technique and edges. Control: Concentrating on most backward skills, stride technique edges, and stopping. Agility: Concentrating on most turns and starts.
Hamstring Stretch	When indicated on a circuit have the skaters hold their stick in both hands, parallel to the ice while gliding on two feet. Instruct them to bend at the hip and reach towards their toes on semi bent legs.
Hip Flexor Stretch	When indicated on a circuit have the skaters bend their front leg in a lunge or drag position, extending the back leg and skate behind them. Foot rotation may be in, out or straight and allows for multiple stretching areas. To maximize stretch the back leg should be straight.
Hip Rotation	When indicated on a circuit have the skaters glide forwards, lift one knee in front of themselves and move the knee to the same side, thus rotating the hip joint. Repeat on the other leg.



Term	Definition
Inside Circuit	A term used to identify a circuit that is using the inside space while another activity is being performed on the outside.
IT Band Stretch	When indicated on a circuit, have the skaters glide on two feet with their feet crossed. Instruct the skaters to then lean their upper body to one side, elongating the muscles on the outside muscles of the opposite leg. To maximize the stretch, perform with arm(s) over the head.
Knee to Chest Stretch	When indicated on a circuit, have the skaters glide on one foot pulling the knee of their free leg to their chest.
Lie of the Blade	Referring to the bottom edge of hockey stick that is in contact with the ice.
Side or Semi Lunge	Used as a progression for lateral movement. To achieve a side or semi lunge position, skaters will be gliding on two feet with their feet wider than hip-width. Skaters will shift their weight onto one leg, allowing the other leg to extend, achieving a side or semi lunge position.
Lobe	A term used to describe a curve.
Multi turns	An exercise used as a progression for revers pivot turns. Skaters will perform a series of two-foot turns, forwards to backwards, and backwards to forwards with the core of their body facing in one direction creating a twisting type action. Skaters will then repeat this with their core facing the opposite direction.
Optional Timed Drills	Supplementary drills designed to challenge agility and speed development. There are six levels of drills that can be trained. Participants can earn Bronze, Silver and Gold badges based on their performance.
Overhead stretch	When indicated on a circuit, have the skaters hold their stick in both hands and hold their stick above their head reaching upwards.
Perimeter	A term used to describe the outside path around the ice, beside the boards.
Practice Circuit	A circuit used to practice skills that have already been acquired.
Pre-bend	A term used to describe the knee action of the skating leg preparing to push on to the opposite foot. Skaters will bend first before they push, thus creating a pre-bend to ensure full power is achievable.
Program Delivery Standards	Standards required for Skate Canada clubs or skating schools to deliver quality PowerSkate programs.
Progression Circuit	A circuit used to teach new skills through progressions.
Quad Stretch	When indicated on a circuit, have skaters glide on one leg, bend the free leg behind then and reach for their ankle to pull into their body. This should create a stretch of the quadric muscle in the bent leg.
Range of Motion	Full potential movement of a joint.
Resistance	An opposite force acting on another.
Review Day	Review day allows for coaches to review all the skills in the PowerSkate session. This is an excellent time to assess any skills that need further attention or that may have been missed.



Term	Definition
Sit Glide	A glide on one or two feet that sees the skater bend at the knee and ankle to achieve a sit position where the thigh of the skater is parallel to the ice or lower.
Slide Steps	A progression exercise used for stopping. Starting in a stand still position with feet parallel and hip width apart, the skater will bend their knees and apply pressure to one foot as it slides out to the side, creating snow as it moves. Once the skater has reached their full extension of this foot, the skater will the transfer their weight onto the foot that was making snow to allow the stabilizing leg to be returned to the original stance in a horizontal movement.
Speed Drill	Pattern on the ice that is used to measure a quantifiable measure of the program. The speed drill includes the participants skating one lap forwards and one lap backwards consecutively.
Tip of the Stick	Referring to the ice end of a ringette stick.
Toe Drag Strides	An exercise used to ensure full extension is maximized in a forward stride. A skater will execute the forward stride exaggerating the push off the toe and delaying the return allowing the toe to physically drag on the ice.
Toe Walk	A progression exercise used for explosive start that sees the skater bring their weight to the toe of the blade, raising the heels of the skates, applying pressure to the inside edges. Skaters will then walk in a “tip toe” type fashion reinforcing the balance at the front of the blade.
Triangle Position	A hockey/ringette term used to describe a triangular position between the players two feet and the lie of the stick/tip of the stick.
Trunk Rotations	When indicated on a circuit, have skaters glide on two feet, with stick in both hands and behind shoulders. Keeping a strong core twist upper body from left to right.
Volcano	A format used throughout the PowerSkate program. Mostly used during warm up, development time, or cool down. Skaters line up in 2 lanes at the goal line and do the assigned exercised down the ice in their lane. When skaters get to the end of the ice each lane splits to the closes side (L or R) and returns to the start. Please refer the Session Plans to see examples of Volcano format.
Walking Crossovers	A progression exercise to develop crossovers. Standing still with feet parallel and hip width apart, the skater will transfer their weight onto one leg, and bring the opposite leg up and in front, continuing the movement to the opposite side of the body and placing the foot down on the ice, parallel to the standing foot in a crossed position. The skater will then place the weight onto the foot that was crossed over and return the other leg to the original stance in a horizontal movement.
Walk-through	A term used to describe a skater walking through the skill in a slow-motion action, reinforcing technique and foot sequence.





PowerSkate