

CanSkate Excellence Resource Chart

ITEM	RATIONALE	RESOURCES	ACHIEVED	EXCEEDED
Helmets		Helmet Policy Proper Equipment Video	CSA approved hockey helmets are required for all skaters up to and including Stage 5. Goalie helmets are not acceptable.	
Minimum coach requirement		Coach in "Good Standing" and NCCP Certification status	<p>Minimum of 1 NCCP (in training) club coach teaching on the ice at all times (registered and in good standing)</p> <p>All coaches must be wearing skates or in a sledge (sledge hockey).</p>	
Coach/PA to skater ratio		Example: 3 group session, (35 skaters) 1 coach and 3 PA's is the minimum requirement	1:10 coach/PA to skater ratio	1:5 coach/PA to skater ratio including one (1) coach for every 10 skaters
Continuous movement on a session	<p>Skaters learn best when they move!</p> <p>As the saying goes, "practice makes perfect." Skaters must be given the opportunity to practice in a fun, dynamic and challenging environment. Circuits are a great tool for coaches to teach effective movement. Using the full ice surface for warm-ups, group activities and cool-downs also allows skaters the space they need to experiment with acceleration, length of stride and balance.</p>	<p>Example: 60-minute session</p> <p>Movement required for 54 of the 60 minutes on the ice. You can assess this by watching one group. Anytime the group is stopped (waiting behind a line of skaters, stickers, attendance, etc.), start a timer. Once moving again, stop the timer. The number at the end for the session will indicate the time not moving on the session.</p>	Movement for 90% of session	<p>Greater than 90% movement throughout the session</p> <p>Note: Skaters receiving one-on-one attention does not affect movement percentage, if the rest of the group is moving.</p>

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Music	<p>Music helps create a warm and welcoming environment for skaters, and it:</p> <ul style="list-style-type: none"> • motivates and stimulates the senses, adds interest and fun; • encourages the development of coordination, rhythm and musicality; and • ensures the session runs efficiently and on time. 	<p>Music Guidelines</p> <p>CS Manual – Sample Songs</p> <p>SC Materials Store – CS Music</p>	<p>Use age appropriate music for the entire session</p>	<p>Music that is fun and energizing, and contains signals to indicate session segment changes (for example, fast track laps and station rotation)</p>
Teaching Aids	<p>Teaching aids help make a CanSkate session welcoming and fun. They add colour, visual impact, interest and bring a three-dimensional effect to the ice. Some of the benefits include:</p> <ul style="list-style-type: none"> • Stimulating the senses of sight and touch • Increasing skaters' learning • Encouraging skaters to remember what skills to perform with each prop • Encouraging skaters to remember certain teaching points about a skill • Encouraging skaters to keep their eyes up as well as navigate paths • Motivation and challenge development 	<p>Teaching Aids Video</p> <p>Teaching Aids Guideline</p> <p>Skills Signs</p> <p>SC Materials Store – Skills Signs</p>	<p>Use teaching aids at each station (including markers or skill signs and pylons)</p>	<p>Use a variety a of teaching aids that will inspire learning and interest from skaters (see 'Teaching Aids Guideline' for samples)</p>
Station Signs		<p>Agility, Balance, Control & Challenge Zone signs</p>	<p>Use Station identification signage (Challenge Zone must be included in one of the 3 stations)</p>	

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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 	Contact Denise Harris at dharris@skateontario.org for more info.	Sessions should not exceed 50-60 skaters Clubs/skating schools who wish to offer programs with more than 60 skaters must receive permission from Skate Ontario.	
PROGRAM ASSISTANTS				
Use of Program Assistants	Program assistants are used to enhance the delivery of the CanSkate program.	Program Assistant Video Program Assistant Role	Use PAs as needed Meets minimum coach/PA ratio (1/10 ratio) All program assistants on the ice must be wearing skates and be registered with Skate Canada	Assign a Program Assistant to each group for supervision and assistance Use additional Program Assistants as required to offer an effective and efficient program
Training	The CanSkate coach (or coaching team) is responsible for training the club's PAs before assisting on the ice.	PA Training Guidelines PA Training (ppt) PA Training Workbook PA Training Certificate PA Evaluation Form	Ensure PAs are trained before assisting on the ice with a minimum of one training per season	Offer multiple training sessions throughout the season to engage, support and monitor development of the program assistants
WARM-UP				
Warm-up	The warm-up is a time to welcome the skaters to the ice in a motivational, high energy environment.	Warm-Up SC e-learning – Warm-ups & Maximizing Circuits	Use of full ice or Fast Track Include forward and backward skating in both directions	All minimum standards plus: <ul style="list-style-type: none"> Inclusion of deep knee bends Evidence of increased heart rate in participants Choreographed movements matching the music Add time frames where skaters can skate as fast as they can.

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LESSON TIME				
<p>Lesson time</p> <p>*Mandatory for Exceeded Standard Qualification*</p>	<p>Lesson time is essential for learning and practicing skills. Muscle memory relates to continuous repetition and the creation of motor pathways within the body. Once established, it allows for automatic reactions and movements, which improves performance since the athlete can then focus on more complicated aspects of the skill. Coaches can develop muscle memory through circuits, repetition and hands-on training. It is important for skaters to rotate during the session. Benefits include:</p> <ul style="list-style-type: none"> • Experience of seeing multiple coaches (personalities and teaching styles) • Learning to skate in all areas of the arena • Ability for coach to be master of their circuit 	<p>Video - Circuits</p> <p>How to efficiently use a circuit</p> <p>Advanced use of Circuits</p> <p>Lesson Plans</p> <p>CanSkate Video Library</p> <p>Video - PreCanSkate</p> <p>Video - Stations</p> <p>Example: 35 skaters. 1 coach, 3 PA's, 3 stations (with 3 groups)</p> <ul style="list-style-type: none"> • 1 Coach led (Agility, Balance, or Control focus) • 1 PA led (Review circuit from last weeks lesson), • 1 PA led (Challenge Zone Minimum 10-min. lesson rotation with 3 rotations) 	<p>A minimum of 30 min. of lesson time</p> <p>Rotation of 3 different learning or review stations (skaters rotate)</p> <p>Use of circuits to teach and practice skills</p> <p>A minimum 10 min. lesson to each group by a NCCP Skate Canada coach.</p>	<p>All minimum standards, plus:</p> <ul style="list-style-type: none"> • Use of circuits designed to fill 1/3 of ice, maximizing ice coverage • Each station has a designated coach that stays at that station to ensure all skaters who visit that station have the same quality instruction on the topic of the day. • When two groups are sharing a station, inside and outside circuits are being used to maximize ice usage. <p>*Mandatory for Advanced Standard Qualification*</p>
<p>Quality Coaching</p> <p>*Mandatory for Exceeded Standard Qualification*</p>	<p>Lesson time is essential for learning and practicing skills.</p> <p>Muscle memory relates to continuous repetition and the creation of motor pathways within the body.</p> <p>Coaches can develop muscle memory through circuits, repetition and hands-on training.</p>		<p>Coach ensures that each skater in the lesson receives one-on-one attention on the circuit during the lesson time</p> <p>Coaches know and teach the standards of the skills as per the CanSkate Resource toolkit and videos</p> <p>*Progressions required for teaching circuits</p>	<p>All minimum standards, plus the coach gives each skater:</p> <ul style="list-style-type: none"> • Individual feedback • Individual corrections • Individual challenges based on their level of development within their lesson and circuit, without stopping the entire group. <p>* Target working with each skater every lesson</p> <p>*Mandatory for Advanced Standard Qualification*</p>

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GROUP ACTIVITY				
Group Activity	Add fun to optimize learning! A group activity immediately follows the lesson time and is designed to provide additional practice opportunities in a fun and interactive way. It should also increase heart rate, encourage speed, balance and control and challenge development. Group activities are to be done to music to encourage coordination.	Video - Group Activity & Cool-Down	Use of full ice Activities include skill enhancing and speed development	All minimum standards, plus: <ul style="list-style-type: none"> • Use of music to match activity • Evidence of “challenge” skills • Use of continuous lanes or similar format. Make it fun!
COOL-DOWN				
Cool-Down	The cool-down is designed to lower the heart rate, decrease the energy level and give skaters’ bodies the opportunity to begin the recovery process before leaving the ice. (2-3 minutes)	Video - Group Activity & Cool-Down	Use of full ice 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 slower music to support lowered heart rate • Use of continuous lanes or similar pattern
FAST-TRACK				
Fast Track	Encourages speed and length of stride by using the full perimeter of the ice Allows skaters to increase their heart rate between stations Allows coaches time to check off any skills mastered in the lesson before teaching the next group	Video - Fast Track	Incorporate Fast Track in your warm-up	Fast track laps to be done between every lesson rotation for skaters Stage 2 and up (Stage 1 skaters may go directly to the next station) Incorporate into lesson circuit

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CHALLENGE ZONE				
Challenge Zone	A station or area on the ice that is used for review or practice purposes. The Challenge Zone should have more props, teaching aids and visual impact than the regular teaching or review stations to help keep skaters' interest and motivation high.	The Challenge Zone can be incorporated into one of the fundamental areas (Agility, Balance, Control), or a review station.	Inclusion of the Challenge Zone at one of the stations May be grouped with a learning station	Challenge Zone included with a learning station in a creative and engaging way
OFF-ICE				
Branding and Marketing		Marketing Toolkit Progress Report – ENG Progress Report – FR	Must advertise and refer to the program as CanSkate and use the official CanSkate logo Use the official Skate Canada CanSkate report card (min one per season)	All the minimum standards, plus: <ul style="list-style-type: none"> • Use of Skate Canada promotional tools, including marketing toolkit items
Parent Information Sessions	Connecting with the parents/guardians of participants is an integral key to the success of the CanSkate program. Regularly scheduled meetings/ information sessions must be offered in conjunction with the program. It is important to ensure that all customers remain well informed on topics such as program objectives and benefits, session schedules, expectations, on-ice safety, equipment, rewards, coaching and club structure. Many parents come to a clubprogram without any skating background or knowledge. The more they know, the more appreciation they will have for the quality of the program being offered and of the benefits that their skater is receiving from participating in skating.	Parent Info Session Guide Parent Meeting Agenda Customer Satisfaction Survey	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.)

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Awards/Tracking	<p>Participants earn ribbons and badges as skills are mastered.</p> <ul style="list-style-type: none"> Incentives (stickers, colouring sheets, etc.) at the end of each session Awards and incentives should be provided in a timely manner to reward and reinforce participation, good effort and/or mastery of skills Tracking the progression of skaters through the program 	<p>Video - Awards & Incentives</p> <p>Awards & Incentives Guide</p> <p>Awards Poster</p> <p>Progress Sheets</p>	<p>Use official Skate Canada ribbons and badges for STAGES 1-6, in Balance, Control and Agility</p> <p>Ensure all rewards are given to skaters within one week of the achievement</p> <p>Maintain records of skaters' progress</p>	<p>All minimum standards, plus:</p> <ul style="list-style-type: none"> Award all ribbons and badges on the same day of achievement Track and maintain records of skater's progress digitally
Bonus!	<p>Introducing activities that help to develop agility, coordination, balance, speed, flexibility, etc.</p>	<p>Long Term Development Model</p>		<p>Offer off-ice class to CanSkate participants to increase physical literacy and to help prepare the body for on-ice demands</p>

Resources

[CanSkate Manual](#)

[Long term Development Model](#)

[Safe Sport Guide](#)