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# Hockey Coaching

ABCs: A Program for  
Developing the Complete Player

**Levels 0-6      Book 2**

**Basic Manual for All Coaches  
– Practice Cards for Beginners  
to Professionals**

*European  
Hockey  
Academy*



**IEMS**  
SINCE  
1974



# A Program for Developing the Complete Player

*A Program for Developing the Complete Player* includes all possible aspects of development and self-improvement. **It is focused on the game itself.** There are numerous modified games to create movement and understanding of game principles. Game-like activities also promote fitness and make practices a lot of fun. It is a “learn-by-doing” method.

Anyone who joins a hockey team wants to PLAY hockey. This is why players always organize their own street and ice-hockey games when there is **no coach** around.

Our idea is to promote the game by following **the natural way** that a player would learn the game with his or her friends. We give coaching guidelines to help the coach and players **learn by doing**. Everything takes time. The coach has to repeat the exercises many times to develop effective players and become an effective organizer. Therefore we use very few takeoff points in our on-ice practices. The repetition, with little instruction and maximum movement during practice, is the key to learning.

**The Four Game-Situation Playing Roles** are the theme that we follow throughout the entire teaching system, in both the skills and the games.

- 1 The first game-situation playing role develops individual offensive skills, using drills and games.**
- 2 The second game-situation playing role practices supporting the puck carrier by getting open, screening, picking and giving width and depth to the offense.**
- 3 The third game-situation playing role focuses on individual defensive skill, learning to play a defensive 1-on-1, always maintaining the defensive side.**
- 4 The fourth game-situation playing role is concerned with supporting the first checker by covering man-to-man or in a zone.**

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Another consideration is the loose puck situation or transitions from defense to offense. The drills progress to going on defense after losing the puck, and going on offense after regaining puck possession. These games have **natural transition situations** which are hard to duplicate using drills.

We try to use common sense. When the great athletes of another era learned to play by scrimmaging for hours, they were not wasting time. The NBA gets its great basketball players from the big city playgrounds, where the kids play pick-up games all day and learn **to create moves** that most coaches would never allow. In the last 20 years we have become focused on teaching drills instead of hockey, making practice very static and not very enjoyable.

Playing games in practice doesn't mean that the time is wasted. However, every simplified and modified game in our system has a purpose. **The drills are important** in developing individual skills. These skills are improved when modified games are played. Once the physical skills are developed the players must learn to use them **in realistic game-like situations** where they are forced to read the play and make good decisions.

Anatoli Tarasov revolutionized on-ice practices and worked to develop the complete athlete in ice hockey. Our system is a synthesis of all of the techniques used in the international game. The drills and games are not the answer; they are techniques for a systematic way of repeating the concepts that teach a player **to be in the right place at the right time**. The system deals with **both on- and off-ice** practices. A good on-ice practice is best because the ice is where the game is played.

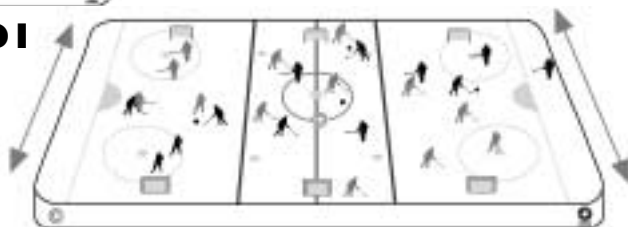


## 4 D. GAMES – Individual and Team Skills

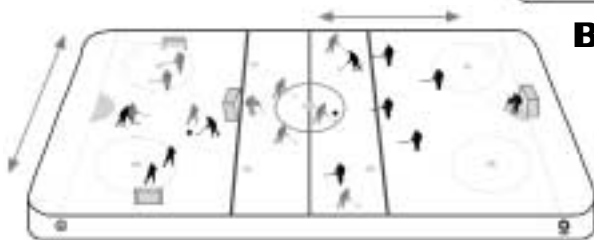
- regular game
- modified games with special rules, often using only part of the rink
- games that emphasize specific player roles
- games that stress creating or restricting time and space
- games to teach team play
- special games for power plays and penalty killing



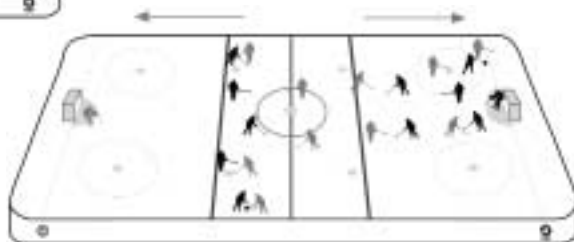
**BASIC FORMATION D1**



**BASIC FORMATION D2**



**BASIC FORMATION D3**



**BASIC FORMATION D4**

### EXERCISES - Games and Modified Games

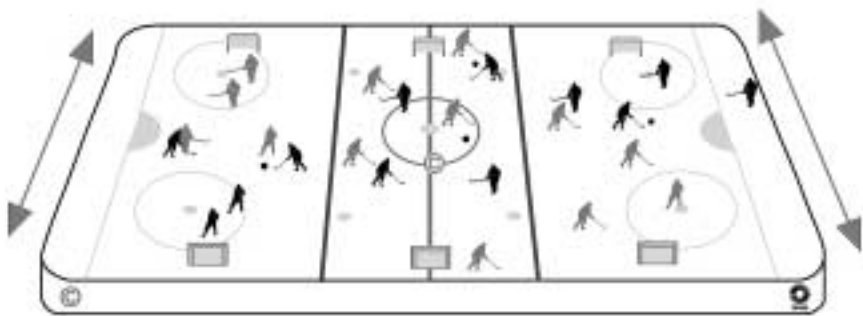
The **A**, **B** and **C** exercises only make sense if they help the players **perform better** during games. The games component is the most important section in the teaching system. Well-organized and meaningful games are the most realistic type of drill and, if the coach **plans well**, all of the basic skills and **techniques** can be practiced **within games**. The players **enjoy** playing games, so the **enthusiasm** for the practice is really improved. All even-man odd-man situations, including power plays, 5-on-5, penalty killing and faceoffs, are part of the **D** exercise routines.



### **D1 BASIC FORMATION**

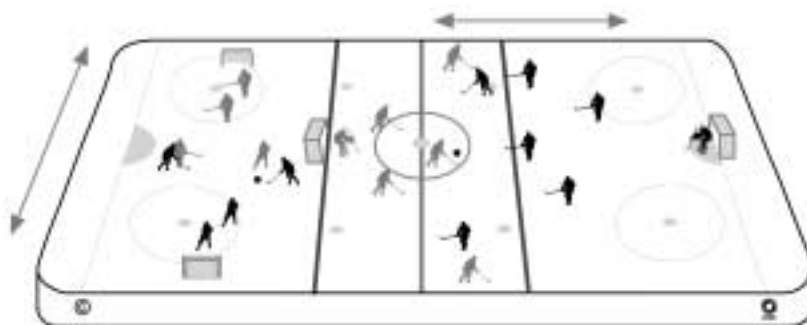
**D** coded exercises are the most important part of the teaching system, because they involve the game itself. The other exercises all lead up to the **D** exercises as building blocks for learning **how to play in game-like situations**.

**Teaching Points: D1** uses the whole ice with 2 nets. The traditional and natural way of learning by “scrimmages” is used, but rule variations enable the coach to use the ice more effectively.



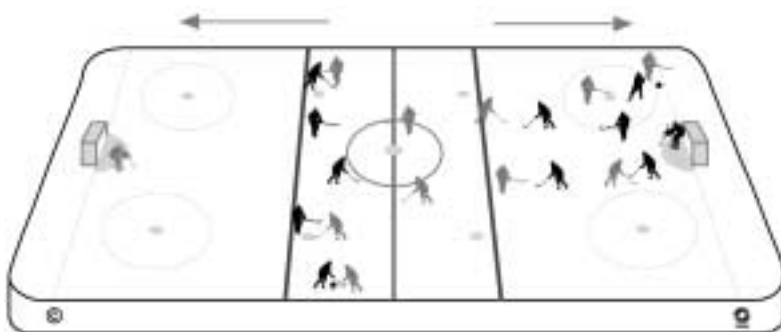
### **D2 BASIC FORMATION**

Games are played cross-ice with nets, pylons, lines on boards, etc., as the goals. Special rules allow the players to practice individual- or team-play skills in this smaller area. In this formation many game understanding, reading and reacting skills will naturally be developed. This formation encourages creativity and split vision in more realistic situations.



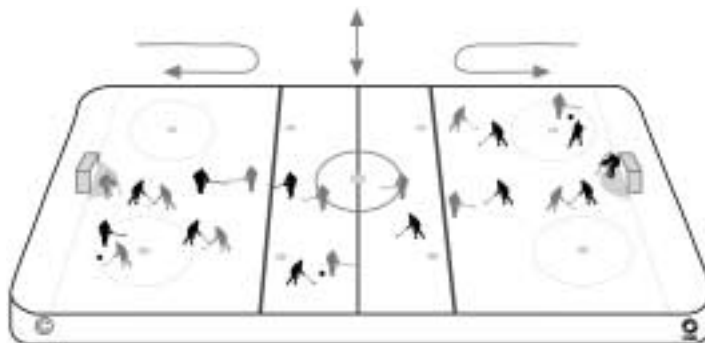
### **D3 BASIC FORMATION**

In the **D3** formation, the ice surface is used by combining **D1** in 2 zones and **D2** in 1 zone. This formation is very useful if the skill levels or size of the players varies. **More advanced** players can use **D1**, while **the others** play in **D2** formation. This formation is very helpful when one end is needed to practice skills which don't have much movement. Games can go on in 2 zones; techniques can be taught in the other zone.



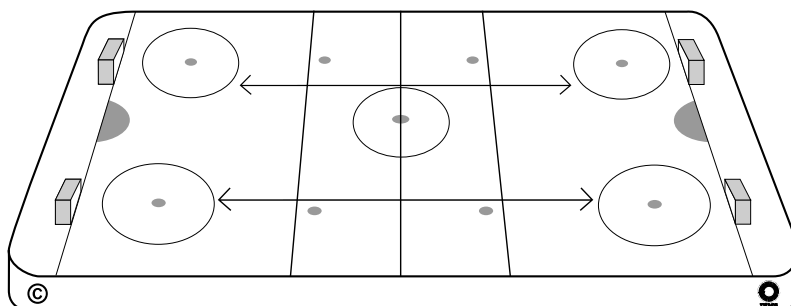
### **D4 FORMATION**

In the **D4** formation the players either use one-third or one-half of the rink. **In order to go onto offense, the defense must carry the puck over the blue line**, and then turn back into the zone. If half of the rink is available, the defense must carry the puck as far as **the red line** before turning back. **All players must be inside** in these games. This rule promotes skating and much more realistic playing situations.



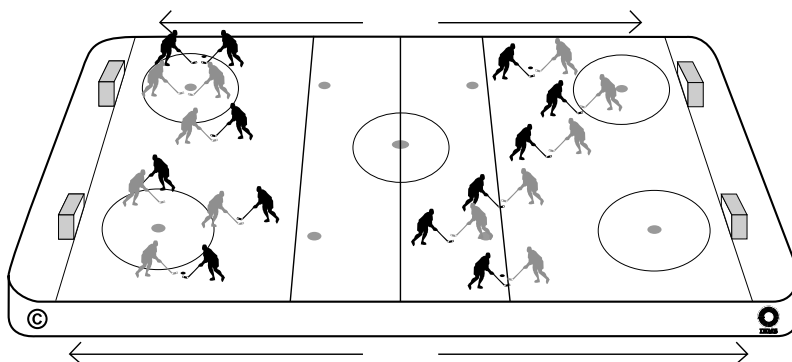
### D5 VARIATION

A game at each end, with 1 goal, and a cross-ice game in the middle.



### D6 FORMATION

In the **D6** formation there are 2 full-length games at once, with 4 teams. No hitting or long slapshots.

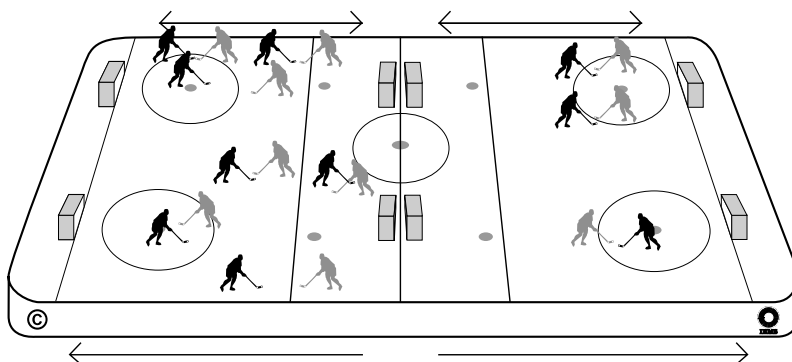


### **D7 FORMATION**

In the **D7 formation** the players are put into 8 teams and play 2 half-ice games at each end of the rink. Each game can have special rules or all of the games can have the same rules. **It is an excellent way to make use of the entire rink.** Up to about 40 skaters and 4 goalies can all play at the same time. Of course, the bigger players need more space and smaller teams.

The tight situation causes the players to have to read and react quickly and develop quick moves.

Many drills can also be done using this formation when you have large groups and multiple goalies. It is a great way to share the ice and play tournaments or set up a combination of games and skill activities.



### **D8 FORMATION**

In the **D8 formation** the players are divided into 8 teams, and they play 4, quarter-ice games; each game has 2 nets. **This works best if there is a rink divider** along the red line to keep the puck in one end of the ice.



**A PROGRAM FOR DEVELOPING THE  
COMPLETE PLAYER**

# **PART II**

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## **UNDERSTANDING AND LEARNING THE GAME**



# SMALL AND MODIFIED GAMES AS A TOOL TO LEARN ICE HOCKEY

## “Players like to play.”

The small-games method signifies an **alternative** approach to the traditional way of running a class or practice in goal-centered games. The teaching style is a tool in learning to play. This method is based on the traditional and natural methods of pick-up games and shinny. Lining up of players is avoided and the various **modified games** take care of teaching the rules and skills of the sport. The instructor or coach organizes the **process** through a progression of games. The **mini-leagues** and playoffs generate the situations which cause **the players** themselves to analyze **ways to win** the games. The game-situations put the players into situations that they **cannot** handle, and create a real **need to know**. When the players “need to know” it is time for skill drills. The techniques that are learned in the drills are now relevant to the players’ needs, and are in the next game progression.

The game and the game-situation roles of the players can be learned. Also, the use and the improvement of **individual skills and stamina** can be improved by playing small games. From a player’s point of view (and this is the **only view of any importance**), in a normal game he always faces “small-game situations”. In a game, he always works with 1 or 2 teammates and opponents at a time. He is always in situations of 1-on-1, 1-on-2, 2-on-1, 2-on-2, 2-on-3, 3-on-3. Players like to learn the game by playing small games. This method of practice makes sense to the players and, most importantly, the team gets better. The specific goal of a hockey practice is “**to learn to play better**”.

Small games can be played using 5 basic methods of using the ice. All of these methods can use 2 or more goals and 1 or more balls or pucks.

Play in 1 zone – play in a small area of the rink to practice movement and use of space in offense and defense. Add rules to practice individual and team-thinking (game-situation playing roles) skills.

Use 2 or more nets, either cross- or full-ice – when players play on 2 nets they automatically learn to position themselves both in offense and defense, and react to the transition from defense to offense and vice versa.



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# LEARNING TO PLAY

Using games as a tool to learn to play is nothing new. **What you do, you learn. Learning by Doing** is the oldest method known to humanity.

The ultimate goal is to **learn to play**. Even though we talk about hockey as a team sport, **the coaching has to be focused on 1 single player**. His/her ability to understand the game principles and the basic skills, in cooperation with his/her teammates makes team play better.

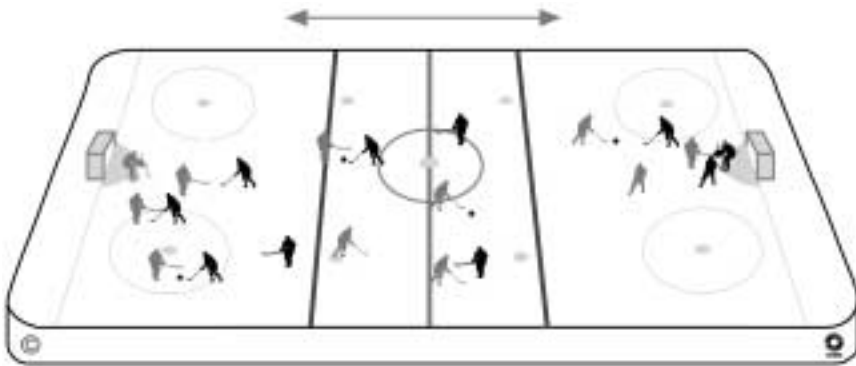
**Good habits**, such as, **face the puck, keep the stick on ice, keep the feet moving, make good passes, shoot on the net**, etc., are the **tools** used to **solve** playing situations both **with and without puck**.

**The movement of the puck and the players constantly create new situations for the players to read and react**. To do this the players do not need to be taught what the whole unit is doing, but only what Game-Situation Role the player is faced with and what is needed to play the role effectively.

The Learn by Doing philosophy of following the game principles simplifies the whole learning process. The GAME becomes the **star teacher** of the players and the coach.



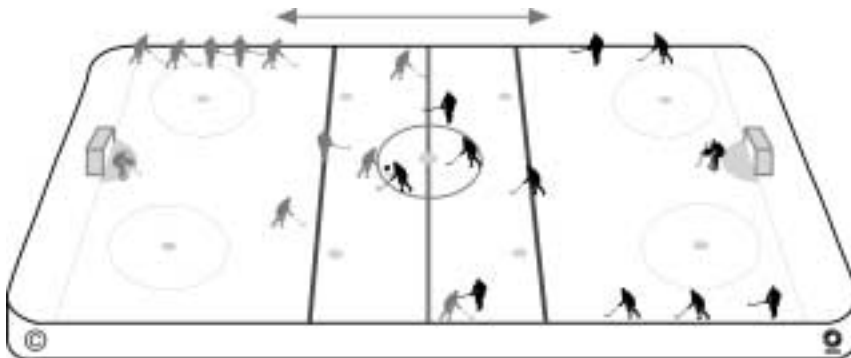
# TYPES OF GAME ORGANIZATION



1

## Play, using more goals, nets, balls, pucks, and larger teams

Using more nets, ball or pucks, and larger teams, allows many players to have lots of activity and many smaller games. Rules should include **no body-checking or slapshots**, and shots can only be taken **when the goalie is ready**. This is to prevent 2 shots coming at once.



2

## Breaking down the teams

2 teams can be broken down into smaller units like 1-on-1, 2-on-2, 3-on-3, 4-on-4, etc. When this is done there are 2 ways of creating a lot of activity:

- Time shifts and change on the whistle.
- Line up the resting players on the side; these players can give and receive passes.



**3**

**A league with shorter playing time (D1, D2, D3, D4, D5)**

2 teams play on a regulation field with 1 or more goals, but the games are shorter. Instead of playing 2, 20-minute periods, 2 teams can play 4, 10-minute games, or 8, 5-minute games. This creates a league with many games and more wins, draws and losses. It means more effort, concentration and intensity in the same amount of time.

**4**

**Playoff (D1, D2, D3, D4, D5)**

2 teams play a PLAYOFF FORMAT. These are similar to number 2 but now you play a best 2-out-of-3, or best 3-out-of-5 series, etc. The playing time can be set or the game can end when 1 team scores a certain number of goals (the first team to score 5 goals wins). Another method is a “sudden-death” game, where the game is over as soon as 1 team scores, or modify this and play until 1 team has a 2-goal lead.



# GAME METHODS

## GAMES METHOD 1

### Points the coach should look for:

Here is an example of the games method of teaching, using 2 teams of 10 players each. This technique varies the number of players on at 1 time.

- Play a regulation game of 10 versus 10.
- Split the teams into 2 lines of 5 versus 5.
- Split the teams into 3 lines of 3+3+4 versus 3+3+4.
- Split the teams into 4 lines of 2+3+2+3 versus 2+3+2+3.
- Split the teams into 5 lines of 2+2+2+2+2 versus 2+2+2+2+2.
- Split the teams into 10 lines of 1+1+1+1+1+1+1+1+1+1 versus 1+1+1+1+1+1+1+1+1+1.

## GAMES METHOD 2

### Still using the example of 20 players:

**Have 4 units of 5 players. Each unit is 1 team, and the units play a round robin against the other 3 teams. In the first round, play A versus B for 1 minute, while C and D rest. After 1 minute, C plays D; A and B rest.**

- Play a regulation game of 10 versus 10.
- Do this for 3, 1-minute games each. The next round will be A-D and B-C, and the third round, A-C, B-D.
- The points for wins and losses are calculated. The first- and last-place teams form 1 team of 10 players. The second- and third-place teams form another team of 10 players.
- Now the number-1 game technique is used, varying the number of players that are active at 1 time. Variations of 5-on-5 with active or passive spare units, such as 2-on-2 and 3-on-3, or 5, 2-on-3, etc.



### **GAMES METHOD 3**

- Use the Game Tables, page 85, to organize leagues and tournaments.
- Form small teams and play a league with 1 or 2 pools.
- Play a 2-on-2 league. For example, with 20 players, form 5 teams of 2 to play on 1 field, and another group of 5 teams play a league on another field.
- Now the 3 best teams from 1 league play the 3 best from the other league in a round-robin tournament (5 games). The last 2 teams from each league play a double round-robin tournament (6 games each).
- When the round-robin tournaments are finished, combine the winner and the last-place team into a team of 4. The second and the ninth-place teams join, etc. Now games can be played with 5 teams of 4 players.

Rule modifications are made depending on what the coach wants to teach. **These rules force the players into the situations that build offensive and defensive team skills. These corrective games use the game itself as the teaching method.**

Modified rules can also teach individual skills. For example, to teach passing, **set the number** of passes there must be before a goal counts. To create offensive support, restrict the number of ball/puck touches before a pass must be made. Decide that only 1 technique, such as the backhand, can be used. These rules make the players work on specific techniques. In passing, the principle is simple. **The fewer passes, the more individual action. The more passes, the more team action.**



**By diminishing or increasing the number of passes in a game the coach teaches “read-and-react” as well as “space-utilization” skills. Some examples of this are:**

- 1 No-passing rule** – the player with the puck/ball has to beat the opponents, and teammates must support by screening and breaking to openings.
- 2 1-pass-only rule** – at least 2 players are needed. The pass receiver must try to score.
- 3 No-give-and-go pass rule** – this rule forces teammates to join the play and find openings. The ball/puck carrier must really look around to find the open player. In a 3-on-3 game, 1 definite player must be passed to.
- 4 No-return pass rule** – x number of passes combined increases the offensive support.
- 5 Give-and-go pass only rule** – x number of passes before scoring, forces players to break after passing. In more than 2-on-2 situations, allow passing to another player after each give-and-go.
- 6 Only-forward-passing rule** – teaches players to head man the ball/puck and break to openings.
- 7 Backward passing only rule** – teaches trailer and drop passes and forces players to carry the puck.
- 8 Saucer passing only rule** – the great players can saucer a pass over sticks and skates and have it land flat.
- 9** Only 1 second with the puck and only one-timer shots are allowed. Practices close support, split vision and being ready to shoot.



**The number of touches of the puck allowed before passing changes the game. The principle is; “the fewer touches, the more important it is to anticipate the next play”, not only for the puck carrier, but also for the potential pass receivers. Here are some touch rules:**

- 1** **1 touch only** before passing – the player must look before receiving a pass, and offensive support must be immediate.
- 2** **2 or more touches** before passing – the more touches the more time the puck carrier has to make a decision, and teammates have to get open.

**Specific skills are worked on by requiring the player to do tasks before passing. Some examples of these are:**

- 1** Player can only pass when moving **forward**.
- 2** Player can only pass when moving **backward**.
- 3** Player can only pass while moving **sideways**.
- 4** Player must **pivot** in a circle before passing.

You can see that corrective games, with modified rules, are effective ways to use the game to teach players all of the physical and mental skills needed in hockey.



## GAMES METHOD 4

- Play 5-on-5 either full-ice or across the rink in 1 end. The players can be in the players' box or lined up along the boards in the neutral zone.
- Break the 5-player unit into units of 3-on-3 and 2-on-2. This gives a continuous 2-on-2 and 3-on-3 game. The team of 2 can consist of 2 forwards, 2 defensemen, or 1 forward and 1 defenseman. The teams of 3 can be created with 3 forwards, 2 forwards and 1 defenseman, or 2 defenseman and 1 forward. They can play either following the 1-2-3-4-5 principles of reading-and-reacting, or by assuming the role of a forward or defenseman. When the units of 5 play the "attack, defend, leave system" the game flows in this manner. Begin with a 3-on-3 game. When the defending team wins the puck, they break out of the zone and attack 2 defenders who are waiting just outside of the blue line. The 3 players go to the bench and are replaced by 2 teammates. The original defenders now attack in the other direction, 3-on-2. 2 defenseman follow and wait in the neutral zone.

The flow of the game is as follows; 3-3, 3-2, 2-2, 2-3, 3-2, 3-3, 3-2, etc.

Another method is to divide the 5 players into 3 smaller groups of 2-2-1. This creates a flow which 2-2, 2-2, 2-2, 2-1, 1-1, 1-2, then repeat.

## GAMES METHOD 5 – KING'S COURT

- To play a King's Court tournament you can have any number of cross-ice games. Choose the goal at the end on your right-hand side when facing 1 side of the rink. This is the King's Court, and the team that wins the most will get there.
- Play at least 4 games and rotate in this manner.

**1** When the game ends all of the winning teams go to the goals on the same side of the ice as the King's Court. The losing teams go to the nets on the other side of the ice.

**2** If there is a tie, then the teams stay at the same net.

**3** Now, all but the King's Court rotate 1 goal clockwise. You will find that, after about 4 games, the stronger teams are at 1 end and the weaker teams at the other end. (Marnie Horton)



# GAME TABLE

8 TEAMS	7 TEAMS	6 TEAMS	5 TEAMS	4 TEAMS
1 8	1 6	1 6	1 4	1 4
2 7	2 5	2 5	2 3	2 3
3 6	3 4	3 4	5	
4 5	7			
<hr/>				
1 2	1 7	1 2	1 5	1 2
3 8	3 6	3 6	3 4	3 4
4 7	4 5	4 5	2	
5 6	2			
<hr/>				
1 3	1 2	1 3	1 2	1 3
4 2	4 7	4 2	4 5	4 2
5 8	5 6	5 6	3	
6 7	3			6 games
<hr/>				
1 4	1 3	1 4	1 3	
5 3	5 2	5 3	5 2	
6 2	6 7	6 2	4	
7 8	4		8 games	
<hr/>				
1 5	1 4	1 5		
6 4	6 3	6 4		
7 3	7 2	2 3		
8 2	5	15 games		
<hr/>				
1 6	1 5			
7 5	7 4			
8 4	2 3			
2 3	6			
	18 games			
<hr/>				
1 7				
8 6				
2 5				
3 4				
28 games				

To easily make up league schedules, simply leave 1 at the top left of the column, go down and then up in the normal sequence of numbers. As an example, using 6 teams, start 1-2-3-4-5-6. Next it is 1-3-4-5-6-2, then 1-4-5-6-2-3. After the number 6, you simply start counting up from 2 until you have used all of the numbers. You can also do this with letters. (Marnie Horton)

## **A PROGRAM FOR DEVELOPING THE COMPLETE PLAYER**

# **PLAYING PRINCIPLES**



## **TEAM PLAY**

**These hockey-playing principles contain reads and habits that make it possible to develop players who have skill and also understand how to play the game in all of the 4 game-situation playing roles, as well as offensive, defensive and loose-puck situations.**

**Even though hockey is a team sport, it is individuals who play the game. Each player needs to have the proper information about the game principles in order to solve the frequently changing game situations on both offense and defence.**



# TEAM PLAY

## - STARTING TO READ THE GAME

**When playing** the Game-Situation Roles, **reading and reacting are the keys**. This approach is strengthened by playing a lot of small games and creating game-like situations. This philosophy, following the game principles, simplifies all the game strategies.

### THE CHANGING ROLE OF THE COACH

The old, one-way coaching and communication style, in which the coach taught players what to do and what not to do, became a **coach's game**, with a lot of predictability and little creativity. **It did not provide much room for the player's natural reaction to game situations.**

In hockey, set patterns are needed to a certain extent, but by following **the principles of Read and React** (in this case, to the the 0-1-2 Team Situations and to the 1-2-3-4 Playing Role Situations) the players learn to play the game efficiently and effectively. In other words, players **learn the game** faster and better and **learn to be more creative** in the process. They **understand the game** better.

Learning to play hockey is no different than learning anything else, whether learning mathematics or learning to play a musical instrument. In mathematics, there are right and wrong answers. In a hockey game, the answer and the outcome of the training or the game action(s) can be evaluated by **whether or not the puck is in the net.**

When the coach starts to follow the **Learn by Doing** principle it changes the coach's role. In the new role the coach allows **the game and the contest to take care of learning.** The result is winning more and losing less.

When this happens, the coach's most important task is to **organize and manage the learning process.** Coaches must now create activities in which the players can learn from game-like situations.

Coaches must ask the question, **"How do I get the players to solve problems by themselves?"**

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The great Russian coach and hockey teacher, **Vladimir Yursinow**, (over 60 of his players play in NHL) is a great student of the game. Learning from his experience, his coaching today is vastly different than it was in the past.

As a young coach he wanted to force the players to do things HIS way. Today **he wants the players to think for themselves and solve the problems.**

Now, when he teaches the power play, he simply names 2 power-play units and **makes them find their own scoring solutions.** Only when the players want him to help does he show them some variations for solving the problem.

He states “My role is just to decide which one of these two power plays is better. Similar to when I chose the girl I liked the most and asked her to be my wife.”

The coach or teacher is more and more **an information resource**, and less the star of the practice.

The answers to “**why**”, and “**how**”, become important, rather than the traditional “**what**”.

A modern coach looks for the best drills or games to manage the learning process, then makes the players work for themselves, **understanding why they must do certain things to be effective.**

This method motivates the players to learn more and provides an environment in which they learn faster. Additionally, and more importantly, it teaches **life skills that can be applied outside of the rink, in daily life.**

## NATURAL PROGRESSION

Let's read the game as a coach through the 4 game-situation roles.

- 1 Reading the game always starts by reacting to the continuous loose-puck situations (0-game).
- 2 This creates a 1-on-1 situation with game-situation playing roles 1 and 3 (1-3 game).
- 3 When this 1-on-1 is created, reading and reacting becomes an issue.
  - \* Hypothetically, if there was no support the game situation would remain 1-on-1.
  - \* **The speed at which the 4 teammates without the puck react** in their offensive and defensive game-situation playing roles, **to give support** to their teammates in roles 1 and 3, is the decisive factor in a team's success in any team sport.
- 4 A 1-on-1 becomes 2-on-1, or 1-on-2, or 2-on-2 depending on **how the closest supporting teammates react**. In other words, the game can be seen as a continuous **series of small games within the game**. There are battles in small areas all over the ice, both on offence and defence, **to gain superiority** – trying **to outnumber** the opponent in an area or **regain** an even-number play situation.
- 5 In reading the small game, the players who are not involved “in” the small game are reading the game “out” of this situation from their position, and are ready to be part of a similar “in” game while their teammates now take on the role of playing away from the puck.
- 6 The key is to understand **the difference between** being in the battle for the puck (**game-situation roles 1 and 3**) and supporting the puck (**game-situation roles 2 and 4**). In practice it means triangles **all over the ice**. The rule is that if the player is **not playing** in those 2 immediate game-situation roles, he must support from an area away from the puck and **read and be aware of how many teammates or opponents he sees**.
- 7 **The third player** is in the key position to read the game (grey circle). If there are 2 attackers, then the closest offensive player should support to outnumber the opponents **3-on-2**, or the closest defender to a **2-on-3** situation should support to gain an even number, **3-on-3**, situation with the opponent.
- 8 The other 2 players on each team **farthest from the puck** should see **all their teammates** and support from a distance: on offense by backing up the attack; on defense **by covering a zone while still being responsible for 1 opponent who then covers from the defensive side**.



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## THE GAME

The game consists of the combined movements of the puck and the players who **share the simple objective of scoring and preventing the other team from scoring**. All of the player's actions should be focused on these simple objectives.

To achieve their objective, the offensive players try to **get into the slot for a shot** while the defensive players **prevent them from shooting from the slot**. The offensive team has the **puck as an extra tool**. If used properly it is the **fastest thing on the ice** and can give the attackers an advantage. If the puck is **carried too much**, then **the advantage is lost**; defenders can skate faster without the puck than the player with the puck can skate.

**Puck control is the best defense** but it requires good individual skills and team cooperation. Carrying the puck to free ice and then passing to open teammates are the tools for puck control. Any development program must focus on these skills.

## ANTICIPATING THE NEXT PLAY

Hockey is now more of a transition and **puck-position** game than a **puck-possession** game. The defenders pressure the puck all over the ice to create turnovers, followed by quick attacks that can trap the players on the team that just lost the puck, and create a numerical advantage.

Playing decisions should be based on **“What happens next”**. Will there be a rebound, a chance for a second play, or what happens if the other team gets the puck?

To prevent losing the puck and being outnumbered, the rule for the offensive team is: **Only lose possession of the puck in areas from where you can defend without getting outnumbered**.

Losing the puck outside the big ice (the middle lane between the dots) is not as dangerous because the players have time to protect the middle and get on the defensive side between the puck and the net.





The most dangerous play is to lose the puck in an area that creates the situation that the puck-carrier's team is going one way and most of the team that just lost the puck is going the other way. This creates outnumbered situations and usually results in a good scoring chance. The rule is: **“Don't try to beat a player 1-on-1 if you are in a high-risk area.”** Get the puck in deep on the attack, or get it over the blue line if you are on a breakout.

The most dangerous areas to turn the puck over are: **in front of your own net, from the defensive blue line to the top of the slot; on either side of the offensive blueline.** Shooting the puck to an opponent at the far blue line is a better play than losing it just inside the blue line. At least the puck is far from your net and all 5 players are in a strong defensive position.

The team that can make the transition from defense to offense the quickest usually wins the game. So the key concept in team play is to: **“Attack so that if you lose the puck you are in a good position to defend and defend so that you can attack quickly on a turnover.”** This means that the players must move up and down the ice as a compact unit in order to give quick support. **Close support allows short passes** and quick counter-attacks that create 2-on-1s and attacking triangles.

## **TEAM PLAY STARTS FROM 1-ON-1 CONTESTS**

The game consists of a **series of different movements of the puck and the players.**

The main learner is not the team but rather **each individual player.**

The better skilled a player is, the better that player can use his/her skills **in helping** the team achieve improved game results. All winning tactics are still based on this truth. **“It is the individuals who make the difference.”**



## WHAT A 1-ON-1 GAME CAN TEACH

It is so much easier to destroy than to build. The systems based on defence can achieve occasional wins, but in the long run they will not win championships.

When winning the game is the only thing on the coach's mind, he/she can be tempted **to play a simple defensive game**. Sometimes, if a team is unskilled, it is the only way to win. However, in any reasonable, long-term development program the emphasis should be **based on the development of puck-control skills**.

Knowledgeable coaches all understand that it takes more time to develop the skills to control the puck, i.e., stickhandling, passing and shooting, than the time it takes to just learn to play team defence.

Modern high-speed training does not just mean skating fast, but more the ability **of the whole unit to read and react**, to get the fastest object on ice, the puck, to do the work.

In a game, the difference between the time a team spends on offence and defence is the key to success. The difference comes from reacting to a loose puck situation (Game Phases 0).

**The game has 3 playing phases:** loose puck (0), offence (1), defence (2). In an average game, the team spends 30% of the time battling for loose pucks (0), 35% of the time playing with the puck (1) and 35% of the time playing without the puck (2). If a team can win more loose pucks than its opponent, the team spends more time on offence and has a greater opportunity to score.

## WHAT ELSE 1-ON-1 TEACHES

Besides teaching the Game-Situation Roles 1 and 3, the 1-on-1 using a D2 cross-ice game, teaches the most important part of the game: **the transition from defence to offence and from offence to defence**.

The 1-on-1 also teaches the best and most effective way to score. The player must first defend, win the puck and then rush by the opponent. This creates a break-away **because the original attacker lost defensive-side positioning**. From the reading point of view, it teaches the defender to **NOT** over commit and lose the defensive-side; it teaches the attacker to go to the net hard.

A 1-on-1 cross-ice game not only teaches the game but will also readily identify **the players' personal strengths and weaknesses**, teaching them the meaning and the necessity of the skill drills and games to improve his/her skill development.



## **I-ON-I COMPETITION AS A LEARNING TOOL**

Properly understood, competition and contests are the best tools to get players to concentrate on what they are doing.

Winning and losing is part of the game. It also teaches honesty. No excuses. However, **winning does not make the winning player a better person**. The winner was just better – this game, this time.

In a majority of cases, losing will motivate a player to listen as the coach explains that the defender must practice skating backwards, or that the attacking forward should work on puck-handling or puck-protection skills.

Individual or group contests can be used during practice as one way to get the players to focus on the essentials. 1 game or contest that can be used is to give points to the players, such as 2 points for a rebound goal (Tommy Sandlin, Swedish World Champion Coach 1987).

Another example is a simple 2-on-0 scoring contest, allowing the players a maximum of 2 passes. This will force the playing pairs to discover whether 1 pass, 2 passes, or maybe even no passes will produce the desired effect. **The right answer is found in the net – goal or no goal.**

## **WHAT A 2-ON-1 GAME CAN TEACH**

The smallest team-unit is, naturally, 2 players. The immediate goal of an offensive “**in**” game (the game within the game) is to gain a numerical superiority. This means offering close support to the puck carrier in Game-Situation Playing Role 2.

By increasing the number of passes required, or allowing only one-timer shots before a goal counts, the coach activates the supporting offensive player.

On the other hand, playing in “outnumbered” situations forces the defenceman to focus on the main task - defend and **stay on the defensive side**.

## WHAT 1-ON-2 GAMES CAN TEACH

A 1-on-2 game, 1 forward versus 2 defenders, teaches communication between the defenders as well as double-teaming.

The forward learns, as a puck carrier, to **use the open space by keeping his/her feet moving**, to protect the puck with the body, to get used to body contact and, when the puck is lost, to defend and play Game-Situation Role 3.

## WHAT A 2-ON-2 GAME CAN TEACH

A 2-on-2 is actually 2, 1-on-1s. The 2-on-2 is the most important contest the coach can use to create all 4 game-playing situations and have the 3 phases of the game.

In the 2-on-2 you have:

- 1 The puck carrier (1), who needs all of the individual offensive skills and habits as tools to be successful.
- 2 His/her teammate (2), who tries to isolate 1 player and create 2-on-1s by using speed, deception, picks, screens and crosses. This supporting offensive player must be able to take a pass and shoot one-timers.
- 3 The closest defensive player (3) must do everything to get on the defensive side, and possess all the individual skills and habits to stop the puck carrier and regain the puck.
- 4 The other defender (4) must cover 1 opponent from the defensive side and know when to double-team or switch.

All 4 players will be constantly switching between the loose puck, offensive and defensive games, and will learn how to read and react to the ever-changing roles.

Once the players can play "in" 2-on-2 situations they will be ready to be the "out" players as 3rd, 4th, 5th players closest to the puck.

## SITUATIONS WITH MORE THAN 2 PLAYERS

When more than 2 players are involved, the game actually becomes a game of forming triangles, both on offence and on defence.



The following games are on coaching cards but we will review how to practice the power play using games.

## **HOW TO ORGANIZE THE PRACTICE OF THE SPECIALITY TEAMS**

To practice specialty teams use the games in Level 4 Cards: 225, 226, 227, 228.

### **HALF-ICE 5-ON-5, 5-ON-4 WITH 1 PLAYER IN NEUTRAL ZONE:**

To practice the power play and penalty killing, play a game of 5-on-5 but leave 1 player on the defending team in the neutral zone. Alternate who waits in the neutral zone so all players learn to kill penalties.

### **HALF-ICE 5-ON-5, 5-ON-3 WITH 2 PLAYERS IN NEUTRAL ZONE:**

To practice the power play and penalty killing, play a game of 5-on-5 but leave 2 players on the defending team in the neutral zone\*. Alternate who waits in the neutral zone so all players learn to kill penalties. If your team uses 2 defensemen when 2 men short, then 2 forwards stay outside of the zone.

\* If 2 forwards are used on the kill, then 1 forward and 1 defenseman wait in the neutral zone.

### **HALF-ICE 4-ON-4, 4-ON-3 WITH 1 PLAYER IN NEUTRAL ZONE:**

To practice the power play and penalty killing, play a game of 4-on-4 but leave 1 player on the defending team in the neutral zone.




















- If your team uses 2 defensemen when 2 men short, then 1 forward stays outside of the zone.
- If 2 forwards are used on the kill, then 1 defenseman waits in the neutral zone.
- 1 player on the defending team stays in the neutral zone. This allows 2 units to work on power play and penalty killing.
- Alternate who waits in the neutral zone so all players learn to kill penalties.

## **USING THE PRACTICE CARDS TO PLAN A PRACTICE**





- The practice cards for levels 0-6 are on the pages that follow.
- Complete 1 level before starting the next.
- The practice cards are organized in a logical progression so use skating card 2 before card 3.
- The game cards are also organized in a progression. When planning a practice, have a ratio of at least 50% games and 50% skills. The games are designed to complement the skill modules and each game has a theme the coach should stress.



# LEGEND - INTERNATIONAL ICE HOCKEY SYMBOLS

-  **Offensive Player**
-  **Defensive Player**
-  **Skating forward without the puck**
-  **Skating with the puck**
- or**
- 
-  **Skating Backwards**
-  **Screen or pick**
-  **Pin**
-  **Angle check**
-  **Drop Pass**
-  **Puck**
-  **Defensive cover**
-  **Direction of play or area of the ice being used**
-  **Stopping**
-  **Pylon**
-  **Coach**
-  **Shot**
-  **Pass**
-  **The starting place for a drill**

## OTHER SYMBOLS COMMONLY USED

- FI** **The first forward in the zone**
- DI** **The first defenseman in the zone**
-  **The closest offensive forward**
-  **The closest defending forward**
-  **The closest offensive player**
-  **The closest defending player**

**A PROGRAM FOR DEVELOPING THE  
COMPLETE PLAYER**

**LEVEL "0"**



**MODULES 1-6**

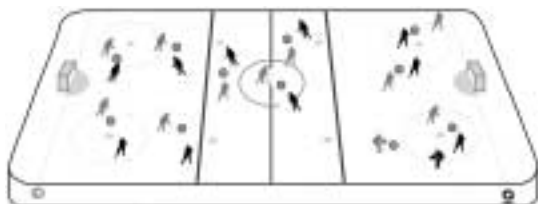
Includes A-I modules 1-6 for skating instruction, where beginners learn to move on the ice by doing balance and lead up skating exercises. D games and contests are also used here to increase the enjoyment and create situations where the newly learned skills are used.



**CARD 7**

**LEVEL 0**

**GAMES TO DEVELOP ON-ICE AGILITY**



**D, ROLE 1**

**GAME OF CATCH WITH A PARTNER:**

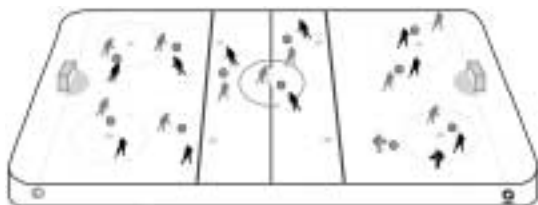
Play a game of catch with a partner. Use a ball and stand about 9-15 feet/3-5 meters apart. This will stress balance on the skates.

D-0001

**CARD 7b**

**LEVEL 0**

**GAMES TO DEVELOP ON-ICE AGILITY**



**O.D, ROLE 1**

**GAME OF CATCH WITH A PARTNER WHILE MOVING AROUND IN A SMALL AREA OF THE ICE:**

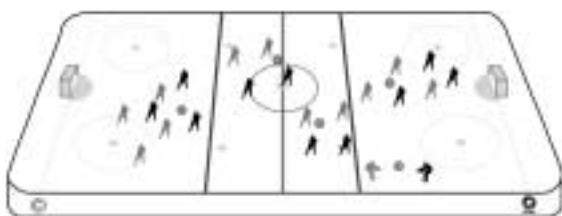
Play a game of catch with a partner while moving around a small area of the ice, throwing and catching the ball. Groups larger than 2 can be used. This game helps in developing balance, using the edges, turning and stopping.

D-0002

**CARD 8**

**LEVEL 0**

**GAMES TO DEVELOP ON-ICE AGILITY**



**D, ROLE 1**

**GAME OF KEEP-AWAY USING A BALL:**

The players must throw and catch a ball against another team. Play 1-on-1, 2-on-2, 3-on-3, etc. Make sure all players have gloves to protect the hands from the skate blades. This game works all of the skating skills and develops split vision.

D-0003





**CARD 8b**      **LEVEL 0**      **GAMES TO DEVELOP ON ICE AGILITY**



**D, ROLE 1**

**GAME OF HANDBALL:**

2 teams play full ice. Regular goals are used. All players must handle the ball before a goal counts. Use the ringette crease, only the goalie can be in the crease. If the ball or Frisbee hits the ice the other team gets possession. All skating skills are practiced in this game.

D-0004

**CARD 9**      **LEVEL 0**      **GAMES TO INTRODUCE GAME CONCEPTS AND COORDINATION**



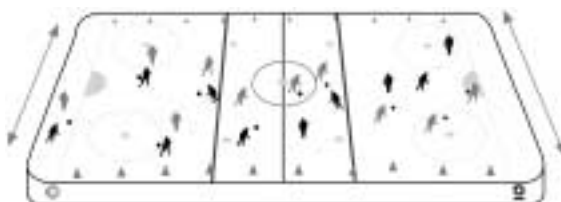
**D, ROLE 1**

**GAME USING ONLY THE FEET, AS IN SOCCER FOOTBALL:**

Each player has a pylon and places the pylons for goals all over the ice. The player dribbles the puck with her feet and scores at as many pylons as possible in 1 minute. The coach times the activity and has 5-7 games of 1 minute. After each game the coach asks who scored the most goals. Game skills are introduced and coordination on the ice is the focus.

D-0005

**CARD 9b**      **LEVEL 0**      **GAMES TO INTRODUCE GAME CONCEPTS AND COORDINATION**

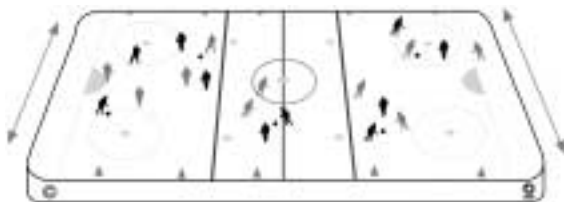


**D, ROLE 1**

**1-ON-1 GAME OF SOCCER FOOTBALL:**

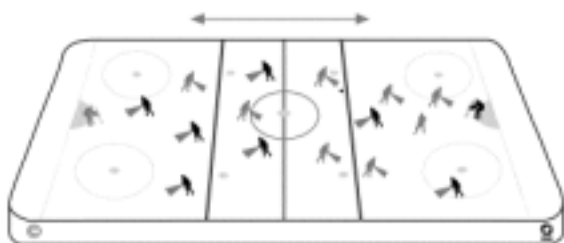
The player scores by kicking the puck against the pylon. Each player has a pylon and places it across-ice from his partner. Split vision, agility and turns are emphasized in this activity.

D-0006

**CARD 10****LEVEL 0****GAMES THAT PRACTICE TEAM PLAY AND SKATING POSTURE****D, ROLES 1 AND 2****2-ON-2 GAME OF SOCCER FOOTBALL:**

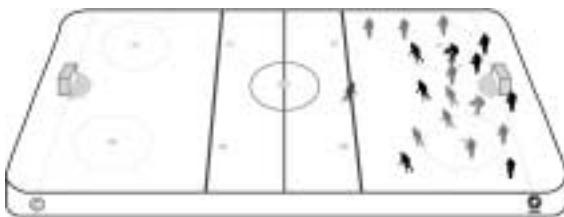
Play a cross-ice game with the players in teams of 2. Score by kicking either the puck or a ball and hitting the pylon. 1 pass must be made. Offensive and defensive principles are learned, as well as change-of-pace skating.

D-0007

**CARD 10b****LEVEL 0****GAMES THAT PRACTICE TEAM PLAY AND SKATING POSTURE****D, ROLE 1****PYLON HOCKEY:**

Use a large pylon instead of a stick. In this full-ice game a goal is scored by pushing the puck over the other team's goal line with the pylon. This game practices keeping the knees bent and head up while skating.

D-0008

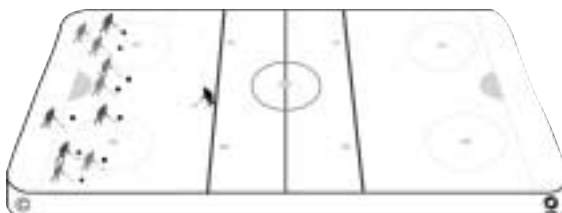
**CARD 11****LEVEL 0****GAMES FOR AGILITY, SPEED AND QUICKNESS****D, ROLES 1 AND 2****BRITISH BULLDOG:**

This game has the players line up at the end of the rink in the A2 formation. 1 player is at the blue line and calls out British Bulldog. The players try to skate to the other end without being touched by the player at the blue line. If you are touched you join the player who is calling British Bulldog. To be good at this game the player must turn quickly, change speeds, and be agile.

D-0009



**CARD 11b      LEVEL 0      GAMES FOR PUCK-HANDLING  
AGILITY, SPEED AND QUICKNESS**



**D, ROLES 1 AND 3**

**BRITISH PUCK DOG:**

The players line up behind the goal line; when the player in the middle yells British Puck Dog they stickhandle the puck, trying to get to the end without being checked. If a player loses the puck he/she is in the middle checking. Last player with a puck wins.

D-0010

**CARD 12      LEVEL 0      GAMES FOR AGILITY ON  
SKATES AND BENDING  
THE KNEES**



**D**

**GAME OF FREEZE TAG:**

Players play in I zone. 1 person is it. When a player is tagged they must stay in the spot they were touched. To be free another free player must slide on his/her stomach between the frozen players' legs. This game uses all skating skills, especially agility on skates. Make sure all players are wearing their hockey gloves.

D-0011

**CARD 12B      LEVEL 0      GAMES FOR AGILITY ON  
SKATES AND BENDING  
THE KNEES**



**D**

**RACES PULLING A PARTNER WHO IS  
KNEELING**

The players hold 1 stick in each hand and pull a partner 1 length of the ice. At the other end they turn and the partner pulls the first skater back. Stress bending knees and toeing out. This activity causes the skater to toe out, using more of the skate blade and a longer stride.

D-0012

# **A PROGRAM FOR DEVELOPING THE COMPLETE PLAYER**



**LEVEL**

**“1”**

**Skating school plus games and contests, the idea of this level is for the players to be able to move in all directions with and without the puck. The first offensive role, being able to carry the puck with your head up, is emphasized. There is no need to teach passing, receiving and shooting at this level of player development. It is better to learn to skate and carry the puck and then play games. Falling and getting up while playing is a good exercise too. During the modified games young players experience the need for more advanced skill, this makes them more receptive later when these skills are introduced. Any skill taught that doesn't relate to personal experience, and fulfill needs, may have no meaning for the players.**



**CARD 19      LEVEL I      BASIC SKILLS: GAMES PLAYED USING FULL ICE**



**D1, BASIC FORMATION**

D coded exercises are the most important part of the teaching system, because they involve the game itself. The other exercises all lead up to the D exercises as building blocks for learning how to play in game-like situations.

**Teaching points:**

D1 uses the whole ice with 2 nets. The traditional and natural way of learning by playing, using “scrimmages”, is the model used, but rule variations enable the coach to use the ice more effectively.

D1-1001

**CARD 19b      LEVEL I      BASIC SKILLS: GAMES PLAYED USING FULL ICE**



**D100, EXERCISE**

D100 formation is equal to D1 formation except the extra players are lined up along the boards in the neutral zone.

D100-1001

**CARD 20      LEVEL I      GAMES PLAYED ACROSS THE ICE**



**D2, BASIC FORMATION**

Games are played cross-ice with nets, pylons, lines on boards, etc., as the goals. Special rules allow the players to practice individual or team-play skills in this smaller area. In this formation many game understanding, reading and reacting skills will naturally be developed. This formation encourages creativity and split vision within realistic situations.

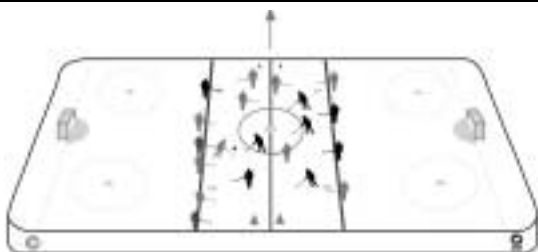
D2-1000



**CARD 20b**

**LEVEL I**

**GAMES PLAYED ACROSS THE ICE**



**D200, EXERCISE**

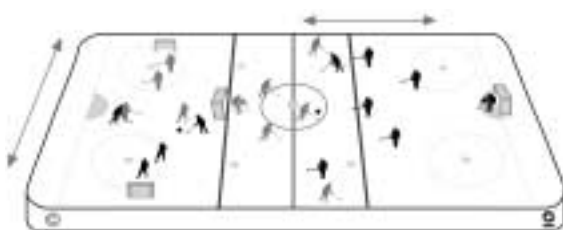
D200 formation is similar to D2 basic formation except that the extra players line up along the blue line.

D200-1000

**CARD 2 I**

**LEVEL I**

**GAMES PLAYED ACROSS AND LENGTHWISE**



**D3, BASIC FORMATION**

In the D3 formation the ice surface is used by combining a full-ice game in 2 zones and a cross-ice game at the far end. This formation is very useful if the skill levels or size of the players vary. More advanced players can use D1, while the others play in D2 formation. This formation is very helpful when 1 end is needed to practice skills which don't have much movement. The game can go on in 2 zones; techniques can be taught in the other zone.

D3-1000

**CARD 2 I b**

**LEVEL I**

**GAMES PLAYED ACROSS AND LENGTHWISE**



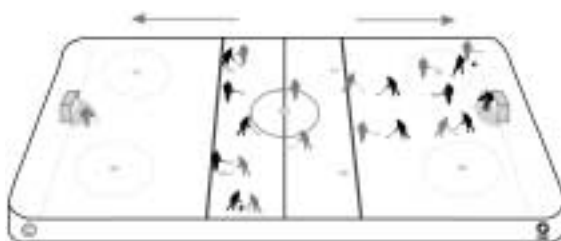
**D300, EXERCISE**

D300 formation is similar to D1 and D2 formations except that the extra players are lined up either on the boards or the blue line.

D300-1000I



**CARD 22      LEVEL I      GAMES PLAYED USING 1 ZONE OR HALF THE ICE**

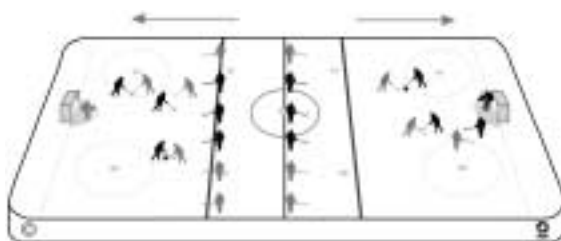


**D4, BASIC FORMATION**

In the D4 formation the players use either one-third or one-half of the rink, and both teams shoot on the same net, as in half-court basketball. In order to go onto offence, the defence must carry the puck over the blue line and then turn back into the zone. If half of the rink is available, the defence must carry the puck as far as the red line before turning back and attacking. All players must get outside in these games, this rule promotes skating and much more realistic playing situations.

D4-1001

**CARD 22b      LEVEL I      GAMES PLAYED USING 1 ZONE OR HALF THE ICE**

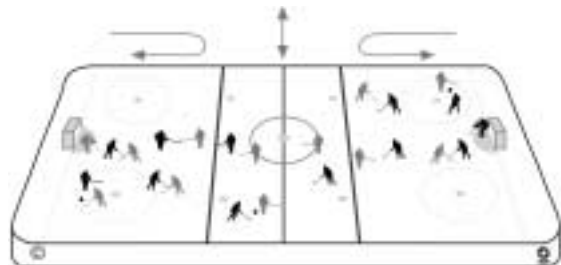


**D400, EXERCISE**

D400 formation is similar to D4 formation except that the extra players line up along the boards in the neutral zone.

D400-1001

**CARD 23      LEVEL I      GAMES PLAYED USING ALL 3 ZONES**



**D5 FORMATION**

D5 formation is the combination of D4 and D2. 2 zones are used for playing half-ice games where the players must touch the blue line with their skates before going on offence. The neutral zone is used for a cross-ice game.

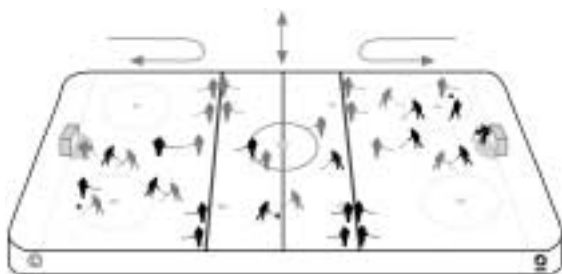
D5-1001



**CARD 23b**

**LEVEL I**

**GAMES PLAYED USING ALL 3 ZONES**



**D500, EXERCISE**

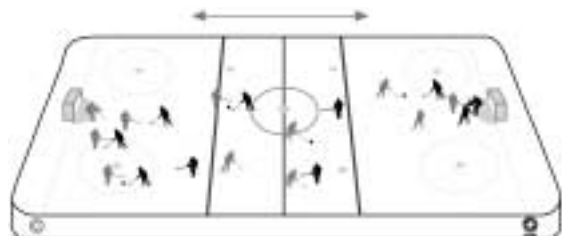
**D500 FORMATION**

D500 is similar to D5 except that the extra players are lined up along the boards near the blue lines. D500-1001

**CARD 24**

**LEVEL I**

**GAMES PLAYED WITH MANY PUCKS**



**D1, ROLES 1 AND 3**

**PLAYING WITH MORE PUCKS USING FULL ICE**

Playing with more pucks enables the coach to increase the amount of activity on the ice. More game-like situations are created for the players to solve. To keep the game safe there can be no hitting or slapshots. All players should keep track of their goals. For beginners, you can use many pucks and ask them to score as many goals as possible. After a while you ask how many goals each player

has scored. If the goalie is making a save, the puck carrier must protect the puck and wait for the goalie to be ready before shooting.

D-1001

**CARD 24b**

**LEVEL I**

**GAMES PLAYED WITH MANY PUCKS**



**D1, ROLES 1 AND 3**

**PLAYING WITH 7 PUCKS**

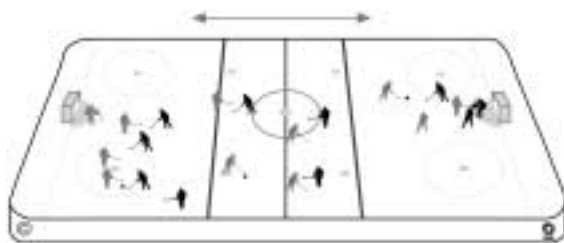
2 teams gather at center ice and the coach drops 7 pucks. If the goalie is making a save, the puck carrier must wait for the goalie to be ready before shooting. The first team to score 4 goals wins and another game begins. Make sure that there are only 7 pucks, and the pucks are left in the net after a goal

D-1002





**CARD 25      LEVEL 1      GAMES PLAYED USING 2 OR 3 PUCKS**



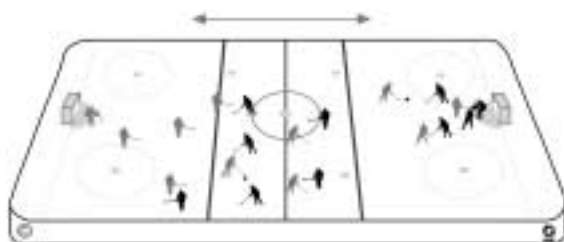
**D1, ROLES 1 AND 3**

**PLAYING WITH 3 PUCKS**

Playing with 3 pucks causes some things to happen naturally. The players must look around with their heads on a swivel so they know what is happening behind them. Some methods are: everyone on the ice; 5-on-5 with line changes. Keep score and the team that scores twice wins. Next game start with 2 pucks, then 1. In order to avoid confusion, have only 3 pucks on the ice at 1 time, the extra pucks can be on top of the nets. Another idea is a timed game where the goalie puts the puck back into play after a goal.

D-1003

**CARD 25b      LEVEL 1      GAMES PLAYED USING 2 PUCKS**



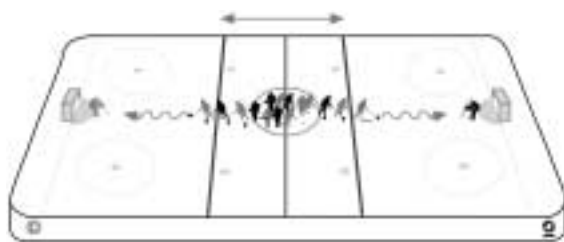
**D, ROLES 1 AND 3**

**PLAYING WITH 2 PUCKS**

Playing with 2 pucks has the same basic purpose in the system as all multi-puck games. The goalie puts the puck back into play after a goal. A good technique is to give a point to the team that scores 2 goals. Playing with 2 pucks at more advanced levels is a good read-and-react exercise when you play situations such as 3-on-3.

D-1004

**CARD 26      LEVEL 1      COOL DOWN/SHOOTOUT**



**E1 BASIC FORMATION**

E1 exercises are meant to give the team a good way to finish the practice. The formation is the same as B4 and C1.

1. Every player gets 1 shot at each net.
  - a. Score 2 goals; practice is over; hit the showers.
  - b. 1 goal; skate 1 lap; go off the ice.
  - c. No goals; skate 2 laps.

**Teaching points:**

Team contests, like a shootout where players take penalty shots, are fun for the shooters and the goalies.

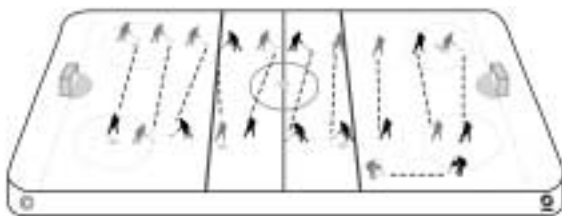
E1-1001

# **A PROGRAM FOR DEVELOPING THE COMPLETE PLAYER**

# **LEVEL**

•  
**“2”**

The first and second playing roles are emphasized and the third and fourth playing roles are introduced. Level 2 stick/puck-handling school, shooting school, passing school, 1-on-1 school and games and contests. This level teaches the players the necessary concepts for stickhandling and goalie techniques, and the concepts of the offensive and defensive 1-on-1. Many modified games with passing rules are used to make the players conscious of where they are on the ice, and who is with them. 2-on-2 situations, with all of the playing roles, are used extensively.

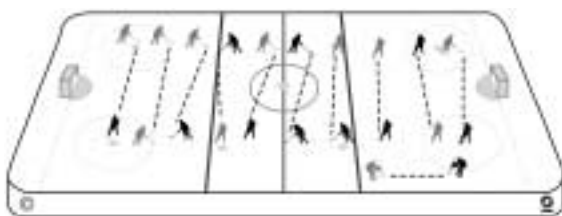
**CARD 42****LEVEL 2****BASIC SKILLS: PASSING****B3, BASIC FORMATION**

The players line up facing each other parallel to boards. This formation allows them to learn passing skills. Teach the 4 phases of passing:

1. Wind up.
2. Force production by weight transfer from back to forward.
3. Release.
4. Follow through at the target.

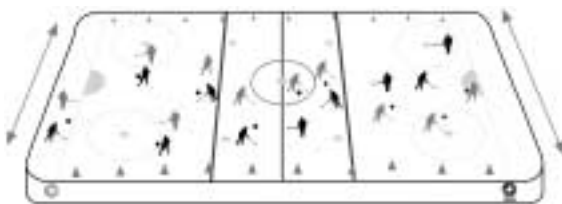
Passes should be disguised within the stickhandling motion and wrist passes should be used. Listen to make sure that the puck isn't slapped, and the pass receiver has soft hands to receive the pass.

B3-2001

**CARD 42b****LEVEL 2****BASIC SKILLS: PASSING****B3, MODULE 1**

- Keep the stick on the ice and square to the puck to take a pass. Keep the hands relaxed and give with the puck. The players should wrist pass by bringing the puck back for a windup and rolling the wrists as they do when shooting a wrist shot. The passes should be quiet, no slapping noise or banging when they take the pass.
- Forehand passing with a partner.
- Backhand passing with a partner.
- Practice eye contact between the passer and the receiver by passing 3-4 pucks across to different players in the opposite line. Make sure there is eye contact before passing.

B3-2002

**CARD 43****LEVEL 2****LEARNING THE GAME****D, ORIENTATION****PLAYING ROLES 1 AND 3 IN PRACTICE**

A cross-ice game of 1-on-1 is the simplest and best way to teach the role of the puck carrier (number 1) and the checking player (number 3) in practice. The player either attacks or defends during a 1-on-1 game and the transition from defense to offense and vice-versa is automatically experienced. The players are organized in pairs and play a cross-ice game for 1 minute. When the game ends the players on 1 side of the ice move down 1 goal, with the last player moving to the empty goal at the other end. Play 1 game against each player on the other side of the rink; the players keep track of their wins, losses and ties.

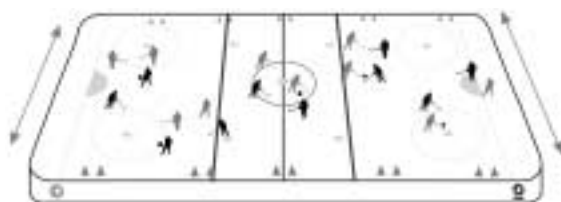
D-2001



**CARD 43b**

**LEVEL 2**

**LEARNING THE GAME**



**D, ORIENTATION**

**PLAYING ROLES 1-2-3-4 IN PRACTICE**

5 cross-ice games. The players experience the 4 playing roles in practice during a 2-on-2 game. The players continuously change their playing roles from puck carrier (number 1) to offensive support (number 2), or closest checker (number 3) to defensive support (number 4). The players are organized in pairs and play a cross-ice game for 2 minutes. When the game ends the players on 1 side of the ice move down 1 goal, with the players at 1 end moving to the empty goal at the other end. Play 1 game against each team on the other side of the rink; the players keep track of their wins, losses and ties.

D-2002

**CARD 44**

**LEVEL 2**

**LEARNING THE GAME**



**D, ORIENTATION**

**THE NUMBER OF PASSES AND LEARNING THE GAME**

An effective way to teach the 4 playing roles is to have rules about how many passes are allowed. The fewer passes the more individual play (role number 1 and role number 3). The more passes the more team play (role number 2 and number 4).

D-2003

**CARD 44b**

**LEVEL 2**

**LEARNING THE GAME**

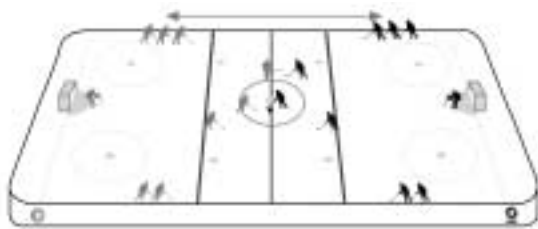


**D, ORIENTATION**

**CHANGING THE 4 PLAYING ROLES WITH MORE THAN 2 PLAYERS**

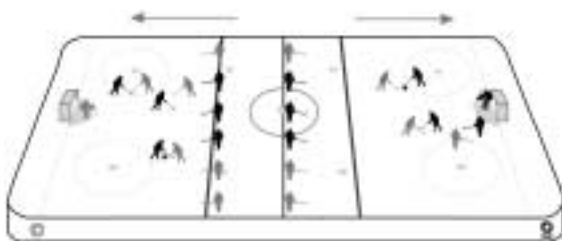
When the players understand the constant changing of playing roles in the 2-on-2 games they are ready for 3-on-3 and then 4-on-4 games. These games add the dimensions of the triangle and box in offensive and defensive situations. Play a cross-ice game in each zone for 2 minutes, then have the teams on 1 side move down 1 goal; the last team go to the empty net at the other end of the rink.

D-2004

**CARD 45****LEVEL 2****LEARNING THE GAME****D, ORIENTATION****FULL-ICE SMALL AND MODIFIED GAMES**

Play full-ice micro games of 1-on-1, 2-on-2, 3-on-3 to practice the 4 playing roles in the defensive, neutral and offensive zones. Use modified rules to create the situations that you want the players to practice. These rules can be designed to practice good habits (always face the puck), develop skills (only wrist passes are allowed) or team-play concepts (2 points for a goal scored from a play originating below the goal line encourages offensive cycling and low defensive coverage).

D-2005

**CARD 45b****LEVEL 2****LEARNING THE GAME****D, ORIENTATION****A HALF-ICE GAME WITH BOTH TEAMS SHOOTING ON 1 GOAL**

Play a half-ice game using any number of players. Individual skills can be isolated in a 1-on-1 game. All of the 4 roles are practiced in a 2-on-2 game. Defensive and offensive triangles are used in a 3-on-3 game and a box offence and defense on a 4-on-4 game. 5-on-5 has all of the team-play components. All even- and odd- numbered situations like the power play or the 6-on-5 can be practiced.

Some methods of transition from defense to offence are:

- All players must get onside and the puck carrier must touch the red line before attacking.
- All players must touch the puck before scoring.
- Pass to new players who are waiting in the neutral zone to attack, either against the original attackers or new defenders.

D-2006

**CARD 46****LEVEL 2****USING THE SPACE AND OBSTACLE COURSES****D, ORIENTATION****GAMES AND EXTRA EQUIPMENT**

Small nets, boards to divide the rink, old tires for targets, bars to jump over or skate under, balls and other obstacles are excellent aids to practice hockey skills. Create circuits that use this kind of equipment in order to practice skills.

D-2007



**CARD 46b      LEVEL 2      LEARNING THE GAME**



**D, ROLES 1 AND 2**

**CROSS-ICE GAME STRESSING EYE ON THE PUCK/GOOD POSTURE**

A fundamental rule is that the players must always face the puck during a game. Everything that happens in hockey is in relation to the puck. The players must see the puck in order to know their playing role and be able to switch from 1 role to the other. This helps eliminate unnecessary turns and useless skating. At the same time the coach can emphasize the proper skating posture, so that players are always in the ready position.

D-2008

**CARD 47      LEVEL 2      LEARNING THE GAME**



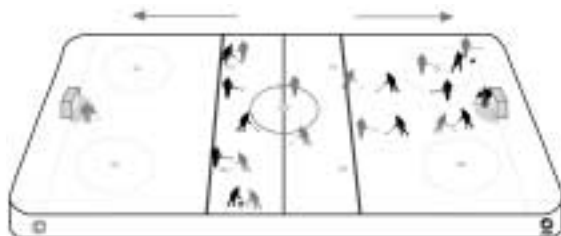
**D, ROLE 1**

**GAME USING ONLY THE FOREHAND**

Play a game where the puck can be controlled only by using the forehand side of the blade. The game affects not only puck-handling but also the movement of the player's lower body. When the player changes direction he/she must skate around the puck on the backhand side, this causes the hips and shoulders to go in different directions. It is also a good rule for learning to pull the puck toward the skates, to beat a player or prepare to shoot.

D-2009

**CARD 47b      LEVEL 2      LEARNING THE GAME**



**3. D. ROLE 1**

**GAME USING ONLY THE BACKHAND**

Play a game where the puck can be controlled by using only the backhand side of the blade. The game affects not only puck-handling but also the movement of the player's lower body. When the player changes the direction he/she must skate around the puck on the forehand side, this causes the hips and shoulders to go in different directions.

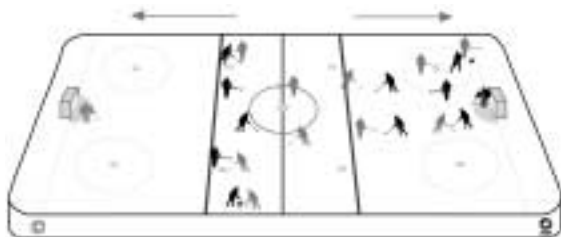
D-2010



**CARD 48**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLE 1:  
PUCK-PROTECTION SKILL**

**GAME HOLDING THE STICK WITH ONLY THE TOP HAND AND PROTECTING THE PUCK**

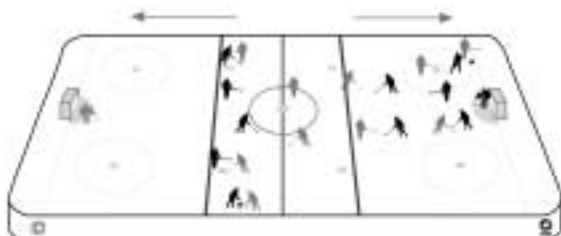
The players are only allowed to hold the stick with 1 hand. This causes them to set up a wall to protect the puck with the body, and skate to open ice away from pressure.

D-2011

**CARD 48b**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLE 1:  
STICK-HANDLING SKILL**

**GAME WITH HANDS CLOSE TOGETHER NEAR THE TOP OF THE STICK**

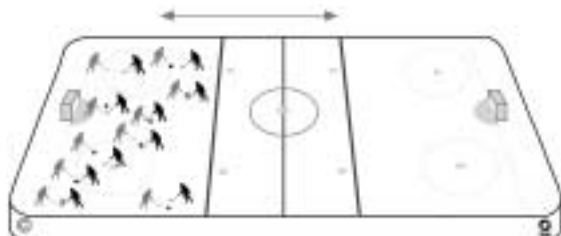
Play a half-ice game of 1-on-1. The rule is the hands must be close together at the top of the stick. This enables the puck carrier to make big moves, roll the wrists and manipulate the puck more easily

D-2012

**CARD 49**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLE 1**

**FAST HANDS**

Everyone skates with a puck in 1 zone and weaves through the players using fakes and quick hands. On the whistle the players go full speed for 5-7 seconds and then go slower on the next whistle. Move the puck as quickly as possible during the speed bursts.

- Another activity is to have half of the players stand still with their sticks on the ice in front of them. The other players weave in and out making fakes and moves. The active players go fast for 7-10 seconds. They stand when the whistle goes and the resting group is active.

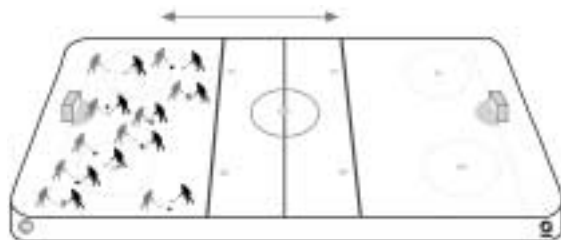
D-2013



**CARD 49b**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLES 1 AND 3**

**KEEP-AWAY**

Play keep-away in I zone. The players protect their puck and try to knock other pucks out of the zone. The last player with a puck is the winner.

D-2014

**CARD 50**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLE 1**

**FLAT-FOOTED SKATING**

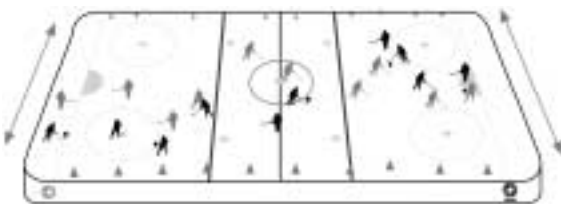
Play cross-ice or half-ice allowing only flat-footed toe-out, toe-in skating, where the blades never leave the ice. This is a good strengthening exercise and good practice in toeing in and out, as well as unlocking the hips while skating.

D-2015

**CARD 50b**

**LEVEL 2**

**LEARNING THE GAME**



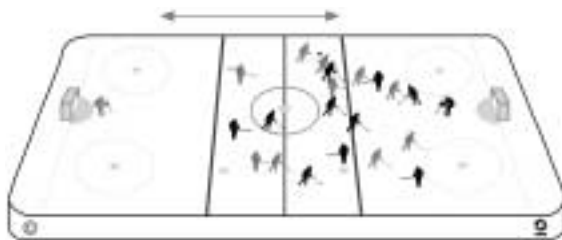
**D, ROLE 1**

**GAME WITH LEGSWIDE APART WHILE FAKING**

The player tries to combine the lessons learned in the other games. When he approaches the opponent he should have hands close together, legs wide apart, use head and shoulder fakes and protect the puck with the body. Pressure on the inside edge of I skate enables the player to turn very quickly.

D-2016



**CARD 51****LEVEL 2****LEARNING THE GAME****D, ROLE 1****“NO-PASSING” GAME OF SHINNY WITH MANY PLAYERS**

Play with large teams using “no-passing” rule. The player with the puck must try to score by stick-handling the puck through everyone. This game demands that each player practice the first playing role of the player with the puck, and move his or her feet, pivot, fake, drive-skate to open ice, etc.

D-2017

**CARD 51b****LEVEL 2****LEARNING THE GAME****D, 4 PLAYING ROLES****GAME STRESSING THE 4 GAME-SITUATION PLAYING ROLES**

Play a game and remind the players that they always have something to do during a shift:

1. Player with puck.
2. Offensive player without puck.
3. Defender covering puck carrier.
4. Defensive player covering pass receiver.

offence or defense first. Always protect against giving up odd-man rushes and give the first player to the puck close support for passes and defensive help.

When a “0” or loose-puck situation occurs the players must consider whether they should think

D-2018

**CARD 52****LEVEL 2****LEARNING THE GAME****D, 4 PLAYING ROLES****2-ON-2, 3-ON-3, FULL-ICE GAMES**

The best way of learning the 4 playing roles is to play 2-on-2 and 3-on-3 games. When playing these full-ice games the normal rules, such as offsides, are enforced. These games with 2 or 3 players on a side make it easy to isolate the individual or team-play skills that the coach wants to work on. The small groups keep all of the players actively involved and the coach can easily point out the techniques or tactics that are being done properly, as well as those that need to be worked on.

Organize by having the players line up along the boards in the neutral zone or sit in the players' box. The shifts should be 30-40 seconds. Playing in small groups for 30-second shifts is a good way to practice support on offence and defense. Another option is to have the players change on their own when the puck is deep in the offensive zone.

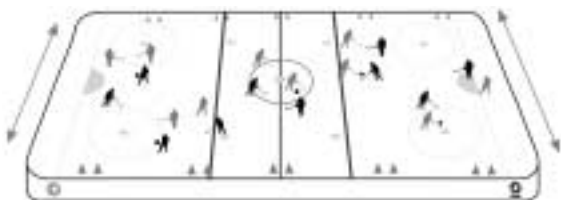
D-2019



**CARD 52b**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLES 1 AND 2**

**GAME WHERE THERE MUST BE AT LEAST 1 PASS BEFORE A GOAL COUNTS**

In order to practice roles 1 and 2, make the rule that there must be at least 1 pass before a goal counts. This rule encourages players to look for teammates and to get open for a pass.

D-2020

**CARD 53**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLES 1 AND 2**

**GAME ALLOWING ONLY 1 PASS**

By allowing only 1 pass the player must try to score by drive-skating to the net and teammates must support by screening, picking and going to the net for rebounds.

D-2021

**CARD 53b**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLE 1**

**MOVING WITH THE PUCK GAME**

Play a game with the rule that the players cannot pass the puck until they have taken 4 or 5 quick strides to open ice. By drive-skating with the puck the player learns to find open ice, creates space for him or herself and opens up new passing lanes. Drive-skating with the puck is fundamental for successful individual and team play, and is one of the most important good habits to teach players.

D-2022



**CARD 54**

**LEVEL 2**

**LEARNING THE GAME**



**D, ROLE 1**

**QUICK HANDS AND FEET GAME**

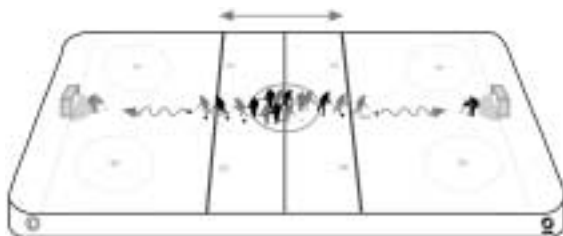
The development of the speed of the hands is often ignored when introducing hockey skills. When playing in tight, crowded areas, both quick hands and quick feet, moving at maximum speed, are needed for the player to escape to open ice. When the hands and feet both move there is a separation of the upper and lower body motion, and this makes the player difficult to defend.

D-2023

**CARD 54b**

**LEVEL 2**

**LEARNING THE GAME**



**EI, CONTEST**

3 options for a shootout, using 2 teams versus goalies, goalie versus goalie, etc.:

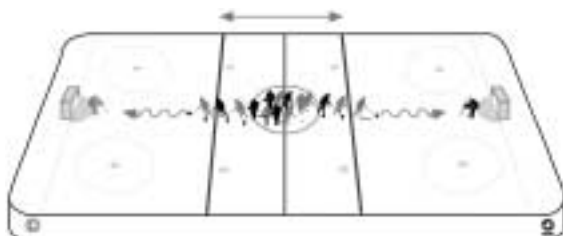
1. 1 team versus the other team. Each player gets 1 shot on each goal. The total goals for the team are counted.
2. 2 teams versus goalies. All players shoot on each goal, saves versus goals against are calculated.
3. Goalie versus goalie. The same as number 2, only the goalies compare how many saves they each make.

EI-2001

**CARD 55**

**LEVEL 2**

**COOL DOWN/  
GOALTENDING**



**GOALTENDING TECHNIQUE**

G1,01 • Practice basic positioning; alignment, crease position, angles.

G1,02 • Work on lateral movement, angle alignment, telescoping.

G-2001

## **A PROGRAM FOR DEVELOPING THE COMPLETE PLAYER**

# **LEVEL**

•  
**“3”**

The first and third game-situation playing roles are worked on at a more advanced level. Level 3 includes intermediate passing and receiving, shooting, angling and defensive-side practice with drills, games and contests that isolate these skills in realistic situations. Puck-handling with the head up, seeing the puck at all times, always playing the man while in 1-on-1 defensive situations are the basic individual skills needed before team-play skills can be developed. The 4 game-situation playing roles up to the 3-on-3 situation are the focus of the team-play teaching. D games stress the second game-situation playing role of supporting the puck carrier, and the third game-situation playing role of checking the puck carrier.

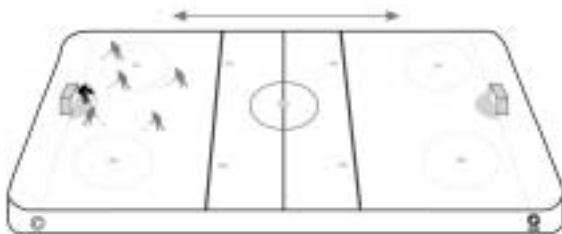
**CARD 56****LEVEL 3****LEARNING THE GAME****D, ORIENTATION**

sure that the center takes the wing's position on the boards. To make sure the defense joins the play, goals are allowed only when the entire scoring team is over the blue line.

D-3001

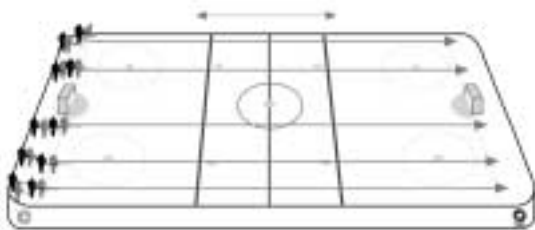
**GAMES TO INTRODUCE THE CONCEPTS OF OFFENSIVE POSITIONAL PLAY**

A good way to teach the importance of the positional game is to play a game with wingers staying on their side of the ice near the boards until they enter the offensive zone. The farthest they can ever go is to the middle of the ice in any zone. When they have learned to stay on their wing, then let the wing and center switch positions. Make

**CARD 57****LEVEL 3****LEARNING THE GAME****D, ORIENTATION****GAMES TO INTRODUCE THE CONCEPTS OF DEFENSIVE POSITIONAL PLAY**

The main idea of the defensive play is to maintain the defensive side between the attacker and the net and protect the middle lane. In defensive zone coverage, make the player first funnel to the middle in front of the net and then find his/her own man. A good rule to teach defensive zone coverage is for the closest defender to go where the puck goes, and the other players play a box formation.

D-3002

**CARD 58****LEVEL 3****BASIC SKILLS: SKATING****A2, SKATING ROUTINES**

Do 1 length of the ice:

- Forward.
- Backward.
- Crossover forward.
- Crossover backwards.
- Full pivots on the lines and "the walls".
- Do 1 figure 8 in each half of the rink.
- Do 1 backwards figure 8 in each half of the rink.
- Skate forward for 1 figure 8, while always facing the far end.

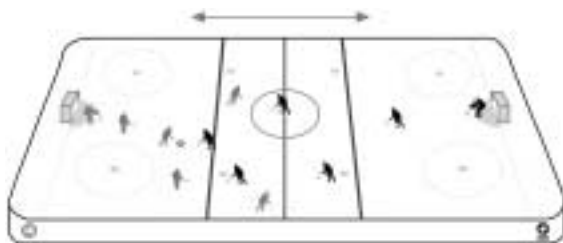
A2-3001

**CARD 61 LEVEL 3 BASIC SKILLS: PUCK-HANDLING****A300,  
RUSSIAN PUCK-HANDLING  
WARM-UP DONE WHILE SKATING  
AROUND THE ICE.**

- Practice head fakes and shoulder drops, and move the puck quickly to the other side of your body.
- Do high step-overs, when you step with your right foot to the left, reach as far as possible to the right with the puck, step with the left foot to the right and reach as far as possible to the left with the puck.
- Reach back as far as you can with the puck, turning the upper body so you are looking behind you as you skate in the opposite direction. Do the same the other way.
- Do 3 or 4 crossovers to the left and reach as far as possible to the right with the puck, cross over to the right and reach as far as possible with the puck to the left. Reach back as far as you can with the puck, turning the upper body so you are looking behind you as you skate in the opposite direction.
- Single fake by practicing a small fake one way, then quickly pull the puck across your body to the other side.
- Double fake by giving a small fake one way, then quickly pull the puck across your body to the other side. Immediately bring it back.
- Put the puck behind you and pass it up into your skates from 1 side, then the other.
- Have the puck in front of you and pass it back to your skates and up to your stick, then off the outside of each skate and to your stick.
- Reach back on the forehand, then quickly pull the puck across your body.
- Skate backwards with the puck after pivoting to the right; do the same after pivoting left.
- Slide sideways, pushing about 4 or 5 times with the inside skate and gliding on the outside skate. Fake passes and shots while skating like this.
- Pivot a complete circle to the left and then to the right.

(Vladimir Jursinov)

A300-3002

**CARD 62 LEVEL 3 BASIC SKILLS: PUCK-HANDLING****D, ROLE 1****RINGETTE WITH STICKS TURNED  
UPSIDE DOWN**

The players turn their sticks upside down and play ringette using 1 ring in a full-ice game. Shifts of 5 players are used. Goals are scored by shooting the ring into the net. Make the rule that all players must handle the ring before a goal counts. The ring is easier to carry than a puck, so the players use the edges more when skating, and have more time to find an open teammate. This is also a great game to teach angling, defensive side and checking because the ring is impossible to get if you simply stick check.

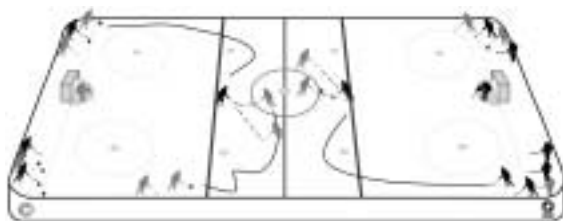
D-3003



**CARD 117**

**LEVEL 3**

**BASIC SITUATIONS**



**B6, 4 PLAYING ROLES**

**1-ON-1; 2-ON-1, 3-ON-1**

2 players leave from 1 corner; player 1 gets a pass from the second player.

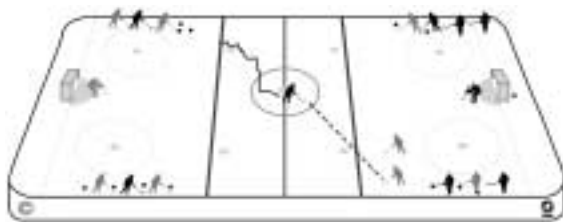
- Player 1 – give and go passes with the first player in the diagonal corner at the other end.
- Player 1 then pivots backwards and gives a back pass to the second skater who now attacks 1-on-1 versus the first player, toward their original end. This can be done up to 3-on-1.

B6-4004

**CARD 118**

**LEVEL 3**

**BASIC SITUATIONS**



**B600, 4 PLAYING ROLES**

**1-ON-1, 2-ON-1, 3-ON-1, 2-ON-2, 3-ON-2**

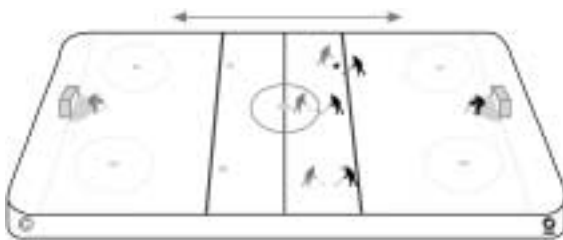
The lines are about 15 feet/5 meters behind the blue lines. The first player in line skates with a puck toward the first player in the opposite line, diagonally across from him or her. The original player now pivots to skate backwards and play a 1-on-1 versus the player he or she passed to. This can be continued as a 2-on-1, 3-on-1, 2-on-2, 3-on-2. Regroups can also be added to this exercise.

B600-4001

**CARD 119**

**LEVEL 3**

**LEARNING THE GAME**



**D, ROLES 3 AND 4**

**HALF-ICE GAME OF 3-ON-3 WITH THE DEFENDING TEAM SKATING BACKWARDS**

In this game the entire defending team skates backwards and makes a defensive triangle in front of their net, playing as if they were killing a penalty. The idea is to play so that every player protects the middle lane facing the opponent, and stays on the defensive side between the opponent and the goal.

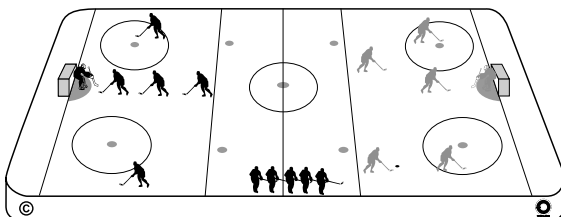
D-4001



**CARD 123**

**LEVEL 4**

**POWER PLAY & BREAKOUT PRACTICE**



**C2 FORMATION**

The players are in units of 5 with the extra players lined up along the boards in the neutral zone.

- 2 groups practice the power play options at once:
1. Group 1 practices at 1 end for 1 minute.
2. On the whistle they dump into the far end and do a controlled power play breakout.
3. They skate to the original end and practice the power play for another minute.
4. Group 2 skates into the vacant end and works on the power play.

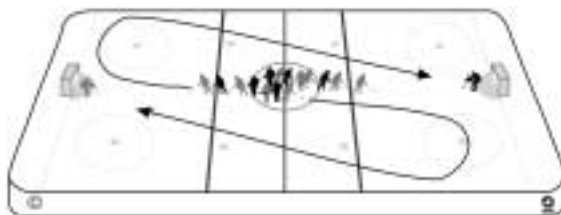
5. On the whistle, Group 1 leaves to rest in the neutral zone and breaks out.
6. Group 3 practices in the vacant end.
7. Repeat sequence:
  1. Practice
  2. Breakout
  3. Practice
  4. Rest

(George Kingston)

**CARD 124**

**LEVEL 3**

**LEARNING THE GAME**



**C1, BREAKOUT ROUTINE I**

First 1, then 2 then 3 players leave after they shoot a puck into the corner. Start as in a breakout and make the following number of passes. Finish with a shot on net.

- 1-0, skate a figure 8 between the blue lines.
- 2-0 maximum of 1 pass before shooting.
- 3-0, maximum of 2 passes before shooting.
- Move the pucks to the other corner; go in reverse order of 3, 2, 1, doing the same number of passes.

CI-3023

**CARD 125**

**LEVEL 3**

**LEARNING THE GAME**



**D, ORIENTATION - LEARNING AND TEACHING THE GAME**

The main principle of learning is to move from simple to complex. This principle also applies when learning to play hockey. The best place to develop hockey skills is on the ice. The countries that have natural ice have a great advantage in learning to skate. In-line (roller) hockey, street and floor hockey, and all ball games, especially goal-orientated games, help the player not only to learn the game, but also how to use the techniques in the right time and the right place. The reality in most places is that the young players seldom have the luxury of an expert as a coach. This is why we promote regular and modified games as the greatest head coach and the best teacher.

D-3004





**CARD 126**

**LEVEL 3**

**LEARNING THE GAME**



**D, FULL-ICE GAME WITH 45-60 SECOND SHIFTS**

Break team into 2 teams of 2 lines. Play full-ice with the rule that a player can only handle the puck for 3 seconds and then must pass. The coach blows the whistle and the next group of players who are lined up along the boards come on. The player with the puck should pass to the new teammate coming on.

D-3005

**CARD 127**

**LEVEL 3**

**LEARNING THE GAME**



**D100, FULL-ICE GAMES - THE EXTRA PLAYERS ON THE BOARDS**

Play full-ice games of 1-on-1 to 4-on-4. The extra players are located on the boards and can either be actively playing (pass and receive) from their position or they passively wait for their turn.

**For a variation**, allow a player to give and go pass with an extra player. If the play is successful he may join the play for the rest of the shift. All the players who give and go can join the play.

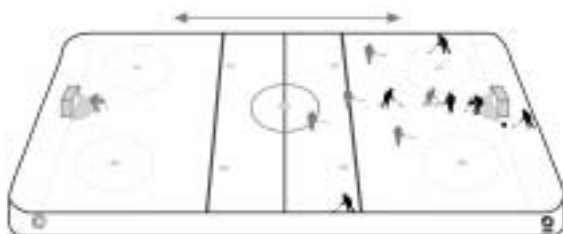
(Court Dunn)

D-3006

**CARD 128**

**LEVEL 3**

**LEARNING THE GAME**



**D, ORIENTATION**

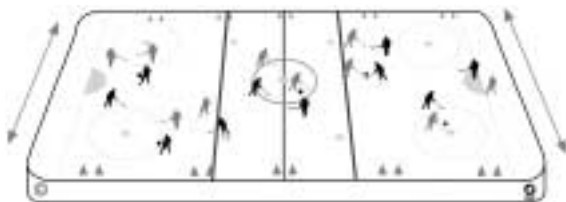
**USING SMALL TEAMS WITH MODIFIED RULES TO LEARN TO PLAY**

Use small teams in cross-ice, half-ice or full-ice games to learn the 4 playing roles. The extra players can go to the bench or wait on the sides where they can participate by being passed to and passing, or they can be passive and simply wait for their turn.

D-3007



**CARD 129      LEVEL 3      LEARNING THE GAME**



**D, 4 PLAYING ROLES**

**GAMES TEACHING ALL 4 ROLES AND TRANSITION**

Play 5 cross-ice games of 2-on-2. All 4 playing roles are practiced in a 2-on-2 game. During this game the players continuously change their playing roles from a puck carrier (1) to offensive support (2) or closest checker (3) and to the defensive support (4). Play for 2 minutes. At the end of the game have the players leave the puck in the middle and return to their nets. Rotate the teams by moving down 1 goal and the end player going to the goal at the other end. Count the wins, ties and losses.

D-3008

**CARD 130      LEVEL 3      LEARNING THE GAME**



**D, ORIENTATION**

**THE NUMBER OF PASSES AND LEARNING THE GAME**

A good way to teach the game is by defining how many passes the attacking team are required or allowed to make. Play cross-ice games and limit the number of passes that can be used by the attacking team. For example, the simple rule of not allowing return passes (the player can not pass back to the passer), or saying that only 1 pass, 2 passes, or 1 pass per zone is allowed affects the reaction of

both offensive and defensive players. If only 1 pass is allowed, then the pass receiver must drive to the net (1), the defender must play a 1-on-1 (3), the supporting players can pick screen or go for rebounds (2), The other defenders cover the passing lanes and clear the front of the net (4).

D-3009

**CARD 131      LEVEL 3      LEARNING THE GAME**



**D, 4 PLAYING ROLES**

**PLAYING A GAME WHERE THERE MUST BE AT LEAST 2 PASSES BEFORE A GOAL COUNTS:**

There must be at least 2 passes before a goal counts. This teaches on-ice awareness, offensive support and passing skills. On defense, 1 player should check the puck carrier; the other player should cover the pass receiver; both from the defensive side. This practices the final 2 playing roles.

D-3010



**CARD 132**

**LEVEL 3**

**PLAYING SKILLS**



**D. 3. ROLE 1**

**GAME WITH THE PUCK CARRIER TAKING AT LEAST 4 OR 5 QUICK STRIDES TO OPEN ICE BEFORE PASSING**

Game with at least 1 pass, but the puck carrier must take 4 or 5 quick strides to open ice before passing or shooting.

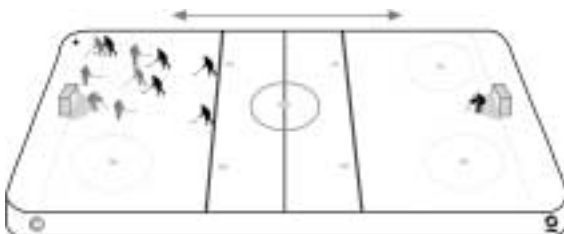
**This is the most important habit the puck carrier can have. When you skate hard to open ice it gives time and space to make the next play.**

D-3011

**CARD 133**

**LEVEL 3**

**PLAYING SKILLS**



**D, ROLE 1**

**GAME WITH WRIST PASSING ONLY**

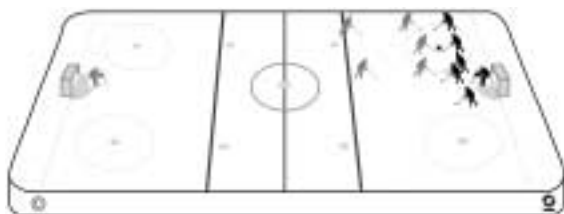
Wrist passes are more deceptive and easier to control than slap passes. Teach wrist passing by playing a full-, cross- or half-ice game where only backhand or forehand wrist passes are allowed. If a slap pass is made the other team gets the puck.

D-3012

**CARD 134**

**LEVEL 3**

**PLAYING SKILLS**



**D, ROLES 1 AND 3**

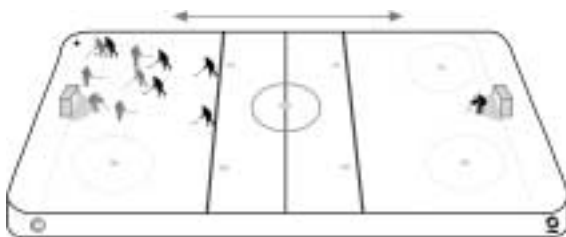
**FACEOFFS**

In a controlled scrimmage, have faceoffs in all areas and teach offensive and defensive positioning and coverage. A general rule is that you always protect the middle first, and usually wings cover defensemen, center covers the center and defensemen cover wings. Picks, screens and stunting can also be practiced.

D-3013



**CARD 135      LEVEL 3      PLAYING SKILLS**



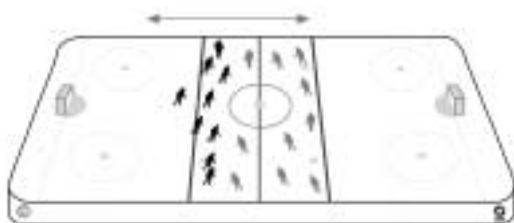
**D, ROLE 1**

**GAMES STRESSING WINNING LOOSE PUCKS IN THE OFFENSIVE ZONE**

The closest player must go after “loose pucks” as quickly as possible. The other players support according to their distance from the puck. To create these loose puck situations during a scrimmage, dump the puck in from the neutral zone and forecheck.

D-3014

**CARD 136      LEVEL 3      BASIC SKILLS: BODYCHECKING**



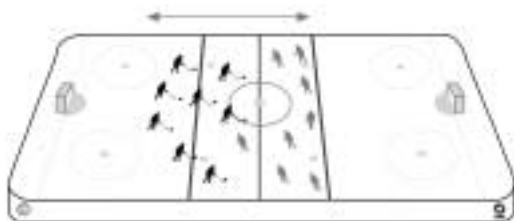
**D, ROLES 1 AND 3**

**GETTING USED TO BODY CONTACT**

Play a game without sticks, similar to British Bulldog. 1 team skates through the other team, waiting in the neutral zone, that tries to block them from crossing the blue line. Take turns playing defense.

D-3015

**CARD 137      LEVEL 3      BASIC SKILLS: BODYCHECKING**



**D, ROLES 1 AND 3**

**GETTING USED TO BODY CONTACT WHILE CARRYING A PUCK**

Have a contest between 2 teams. 1 team waits in the neutral zone without sticks. The other team tries to stickhandle through the neutral zone without getting bodychecked. Allow only legal checks.

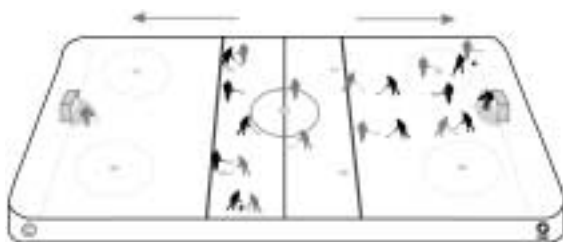
D-3016

**CARD 138****LEVEL 3****PLAYING SKILLS****D, ROLES 1 AND 2****PASSING WHILE SKATING BACKWARD**

Play a half-ice game or a game of keep-away where the puck carrier must skate backwards before passing. This practices protecting the puck, keeping the feet moving and pivoting. If you watch Dany Heatley, this is one of his favorite moves.

It also gives the passer more time and space to make a play.

D-3017

**CARD 139****LEVEL 3****PLAYING SKILLS****D, ROLES 1 AND 2****PASSING AFTER MAKING A TIGHT TURN**

Play a cross-, half- or full-ice game or a game of keep-away where the puck carrier must make a tight turn before passing or shooting. This practices skate fakes, protecting the puck, keeping the feet moving and pivoting.

After the players get used to this move they may make either a full or a half pivot. This allows them to read the defensive pressure and adjust.

D3-3018

**CARD 140****LEVEL 3****PLAYING SKILLS****D, ROLES 1 AND 2****“GIVE-AND-GO” GAME**

The first pass receiver must return the puck to the passer, who can then pass to another player, who must now give-and-go. This game teaches players to support by following their pass.

The give-and-go is the foundation of team play, so the player must learn to pass and break to open ice.

D-3019



**CARD 141      LEVEL 3      PLAYING SKILLS**



**D, ROLES 1 AND 2**

**“GAME WITH NO “GIVE-AND-GO”**

Game of 3-on-3 and more. The pass receiver cannot return the pass but must find another open player. This promotes support and split vision. Most players can see the teammates in front and to the side of them, but only the better players see the late players joining the play.

D-3020

**CARD 142      LEVEL 3      PLAYING SKILLS**



**D, ROLES 1 AND 2**

**ONE-TIMER SCORING GAME**

Playing a cross-ice (D2) or half-ice game (D4) with the rule that goals only count if they are scored using a one-timer shot. Players must always face the puck and get into good shooting position before the pass comes.

As players advance to higher levels there is less and less time and space to make plays. They have to be able to shoot quickly and hit the net.

D-3021

**CARD 143      LEVEL 3      PLAYING SKILLS**



**D, ROLES 1 AND 2**

**GAME WITH SWITCHING POSITIONS**

Play a cross-ice (D2) or half-ice (D4) game. The rule in the game is that the offensive team must cross in front of the defenders at least once before scoring. This encourages the attackers to follow their pass, isolate the widest man and try to create a 2-on-1 situation. The defenders must talk to each other after they have decided whether to switch or keep playing the same attacker.

D-3022

**CARD 144****LEVEL 3****PLAYING SKILLS****D, ALL PLAYING ROLES****2-ON-2 FULL-ICE PASSING-EACH-ZONE GAME**

Play a full-ice 2-on-2 game passing the puck once in each zone. If the puck is gained in the neutral zone the players have to pass 2 times, if in offensive zone 1 time. After shooting in or raking a shot, 1 pass game is played.

D-3023

**CARD 145****LEVEL 3****PLAYING SKILLS****D, ALL PLAYING ROLES****2-ON-2 REGROUPING GAME**

A full-ice 2-on-2, 3-on-3 game in which the teams must regroup at least once before entering the offensive zone. This game works on close support and the breakout reads.

It also teaches the players to maintain puck control. The rule is, **“Don’t give the puck away; they have to take it from you.”**

D-3024

**CARD 146****LEVEL 3****PLAYING SKILLS****D. ROLE 3****GAME STRESSING IMMEDIATE PRESSURE BY THE CLOSEST DEFENDER**

In a small-area game, stress that the closest defenseman pressures the puck carrier. It is important to get immediate pressure on the puck from the inside out. This delays the attack, deflects it wide and hurries the puck carrier into making mistakes. Deep in the zone the defender must quickly close the gap and make contact. If the defender is

not in good control of the puck, and if the offensive player has good control, then maintain the defensive side by stopping and going back while staying on the defensive side. When in trouble get the stick between the attacker’s legs and high in the crotch.

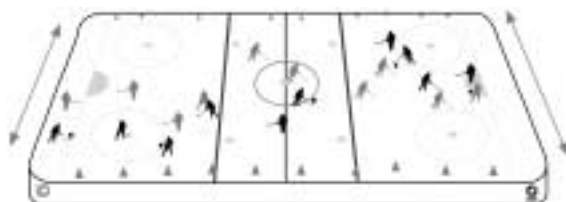
D-3025



**CARD 147**

**LEVEL 3**

**PLAYING SKILLS**



**D. ROLE 3**

**GAME OF 1-ON-1 STRESSING THE DEFENSIVE SIDE**

The players play a full-, half- or cross-ice game, but the defender learns that he or she knows where the puck carrier is going – to the net. The coach teaches the defender to always stay between the puck carrier and the defender’s goal. This is the first step in teaching good defensive technique. When backchecking the defender must keep the attacker on the outside, to stay on the defensive side.

D-3026

**CARD 148**

**LEVEL 3**

**PLAYING SKILLS**



**D, ROLES 3 AND 4**

**GAME WITH STICKS UPSIDE DOWN IN THE DEFENSIVE ZONE**

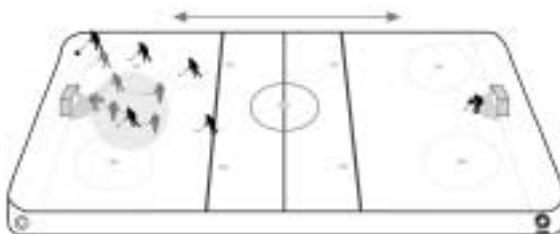
A good teaching technique is to practice defense while holding the sticks upside down in the defensive zone. This helps the players to focus on staying between their check and the net, with their shoulders square to the puck carrier. They must stop and start, and learn to always play the body deep in their own zone. The coach can blow the whistle and signal that the sticks may be held properly, and the other team can defend with their sticks upside down.

D-3027

**CARD 149**

**LEVEL 3**

**PLAYING SKILLS**



**D, ROLES 3 AND 4**

**DEFENDING THE SLOT**

Play a full-ice game of 2-on-2, 3-on-3, 4-on-4, 5-on-5, with shifts of 30 to 60 seconds. The main principle of defending is simple. It is to control the slot area in front of your goal. Concentrate on determining who is covering each attacker by the red line and deflect the puck out of the middle lane. All players maintain defensive-side body position and keep sticks in the passing lanes.

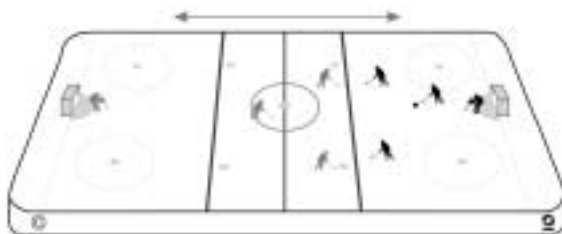
D-3028



**CARD 150****LEVEL 3****PLAYING SKILLS****D, ROLES 3 AND 4****COMING BACK DEEP IN A FULL-ICE GAME OF 2-ON-2 OR 3-3**

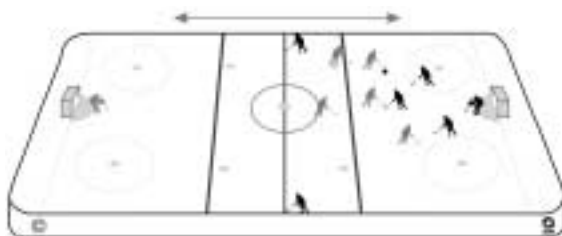
The coach emphasizes that the closest checker gives immediate pressure on the puck carrier and deflects the attack from the middle. The second player in the zone supports from the front of the net. The third player covers the point and picks up the attacking third player if he joins the play deep in the zone. It is important for the defenders to stay with their checks and not chase the puck.

D-3029

**CARD 151****LEVEL 3****PLAYING SKILLS****D, ALL PLAYING ROLES****2-ON-2, 3-ON-3, LEAVING THE ZONE AFTER THE PUCK GAME**

In this game the puck must go out of the zone before any of the players who are breaking out. This game causes the offensive unit to play compactly and allows short breakout passes. In a turnover situation the defending team has the whole unit in a good position to defend.

D-3030

**CARD 152****LEVEL 3 – 4****LEARNING THE GAME****D, ORIENTATION****LEARNING THE PLAYING ROLES IN 3 ZONES**

To teach the player roles in all 3 zones, play a full-ice game of 5-on-5 but leave various numbers of players in the neutral zone. To create a 5-on-4, 1 player on the defending team stays outside of the blue line in the neutral zone. If 2 defending players stay then it would be a 5-on-3. If 1 from each team it is a 4-on-4; 2 from the defending team and 1 from the attacking team is a 4-on-3.

Pass the puck up to the player in the neutral zone, then the play goes the other way with the same number of players waiting in the neutral zone.

D-3031



**CARD 153 LEVEL 3 – 4 LEARNING THE GAME**



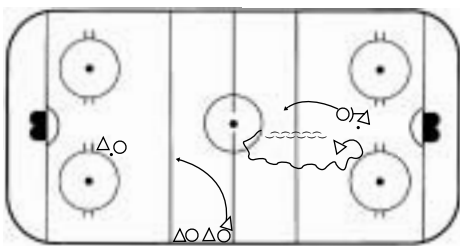
**D, ORIENTATION**

**PLAYING ON 1 GOAL**

Play a half-ice 1-on-1, 2-on-2, 3-on-3, 4-on-4, 5-on-5 or any odd-numbered situation to practice the 4 player roles, the rules and transition from offence to defense. The unit that gains the puck either plays the puck to neutral zone to a new unit, or they must carry the puck and all players get onside before entering the zone again. The other option is to have the attacking team pass twice before they can score. All of these rules give sufficient time for the opponent to regroup for defense.

D-3032

**CARD 154 LEVEL 3-4 LEARNING THE GAME**



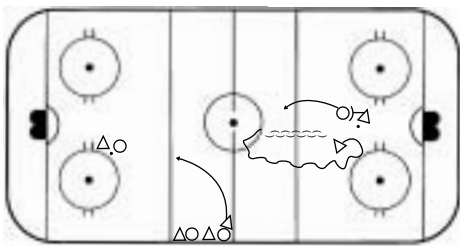
**a b  
D, ROLES 1, 2 AND 3**

**HALF-ICE TRANSITION GAME OF 1-ON-1 THEN 1-ON-2**

1 offensive player attacks 1-on-1 versus a defender. A backchecker follows the play from the boards and gives defensive support from a few meters away on the defensive side, (a).

continued on card 155

**CARD 155 LEVEL 3 LEARNING THE GAME**



**a b  
D, ROLES 1, 2 AND 3**

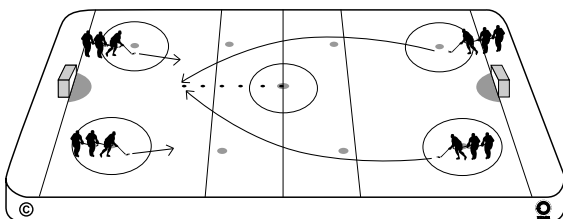
**HALF-ICE TRANSITION GAME OF 1-ON-1 THEN 1-ON-2**

When the defense regains the puck the backchecker skates to the red line and turns back, trying to score on a new defender who has skated from the lineup on the boards, and plays a defensive 1-on-1, (b).

To work on all 4 roles, you can do this as a 2-on-2 with 2 defenders supporting and then going on offense versus the original attackers.

**Variation:**

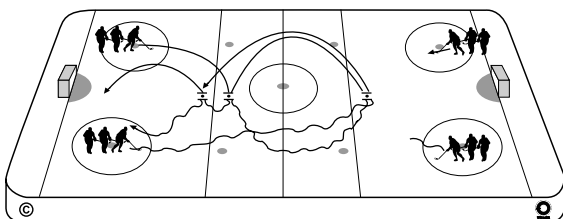
To enable the defender to get into the neutral zone, the original backchecker skates to the far blue line before turning back to attack.

**CARD 156****LEVEL 3****CONTESTS AND RACES****EI, 1-ON-1, SHOOTOUTS**

Players line up behind the 4 faceoff dots in the 2 defensive zones, 1 team on each side of the ice.

- 1 puck for each player is lined up in a row in the middle of the ice; 1-on-1 race and score.
- After each player has gone once each way the team with the most goals is the winner.
- 6 pucks in a row about 3 feet/1 meter apart, 2 players race from 1 end to the farthest puck, then from the other end.

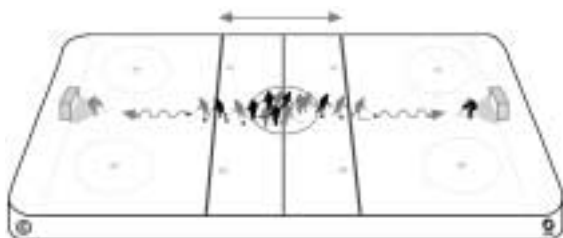
EI-3001

**CARD 157****LEVEL 3****CONTESTS AND RACES****EI, 2-ON-0, SHOOTOUTS**

Players are in all corners:

- 2 leave from 1 end, giving 3 drop passes after they gain their own blue line, the far blue line and back to their own blue line; cross and drop, then score.
- The winner is the first team to score 5 goals.

EI-3002

**CARD 158****LEVEL 3****CONTESTS AND RACES****EI, 1-ON-0, 2-ON-0, SHOOTOUTS**

- 1 team on each side of the red line.
- The first player shoots until a goal is scored, then races back over the blue line and the next player goes.
- The team at the other end does the same thing.
- The winner is the team with all players scoring first. In the 2-on-0 both players must score, so after the first goal the players both skate to the blue line and get another puck, then the other player must score.
- The next players cannot leave until the shooters get outside.

• The first team to have all of the players score wins.

EI-3003

**CARDS 159 & 160****LEVEL 3****GOALTENDING****159**

This goaltending skills practice can be added to any module or used during times when the goalie is inactive. The B shooting modules include these topics.

G-3001

**160**

- Lateral movement, angle alignment, telescoping.
- Playing loose pucks, behind net and racing for free puck.
- Maneuvers: single knee and stacking pads.
- Maneuvers: splits, layouts.
- Using skates for low shots.

G-3002

**G1, TECHNIQUE PRACTICE**

# A PROGRAM FOR DEVELOPING THE COMPLETE PLAYER

# LEVEL

# "4"

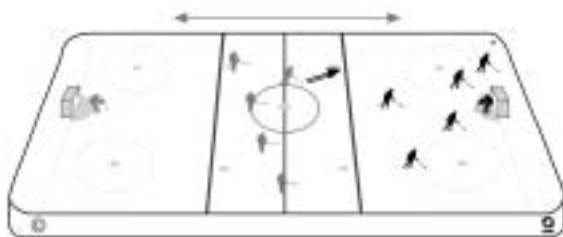
The individual skills of the first and third game-situation playing roles are practiced at an advanced level with bodychecking skills being emphasized. The second game-situation playing role of offensive support is emphasized in team-play practice. The players are now skilled enough to work on more advanced team play. Defensive-zone coverage is introduced and the players become more specialized in their positions. Game situations have evolved to where the players must read and react to the situation.



CARD 203

LEVEL 3-4

LEARNING THE GAME



D, ALL 4 ROLES

CHANGE ON FLY

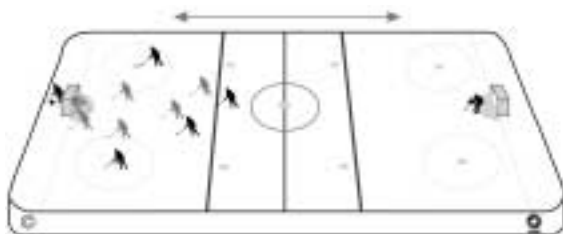
Practice changing lines on the fly. When a new line goes out they defend, attack, defend, shoot the puck into the corner farthest from their bench. If they have trouble getting the puck out on the first rush, then dump the puck in on first rush and change.

D-4001

CARD 204

LEVEL 3-4

LEARNING THE GAME



D, ROLES 1 AND 2

OFFENSIVE POSSESSION BEHIND THE OPPONENT'S NET

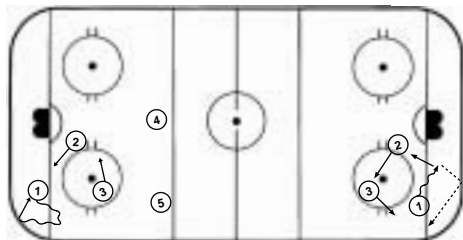
When the puck is behind the opponent's net number 2 and 3 should move toward the faceoff dots where it is hard for defenders to cover, or they can screen the defensemen. An offensive defenseman can move into the slot for a pass.

D-4002

CARD 205

LEVEL 4

LEARNING THE GAME



a  
b  
D, ROLES 1 AND 2

GAME WITH CYCLING IN THE OFFENSIVE CORNER

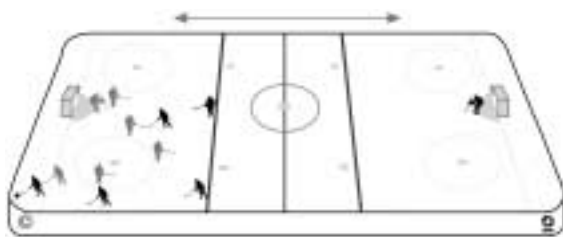
To create space from the corner the puck carrier (1) skates up the boards, if he or she is pressured, pass back to the corner and the player in front of the net (2) gets the puck. The original passer (1) skates to the high slot and becomes number 3. Number 3 goes to the front of the net and replaces number 2, (a).

Rotate the other way if the first pass is made away from the net, (b).

D-4003



**CARD 206      LEVEL 4      LEARNING THE GAME**



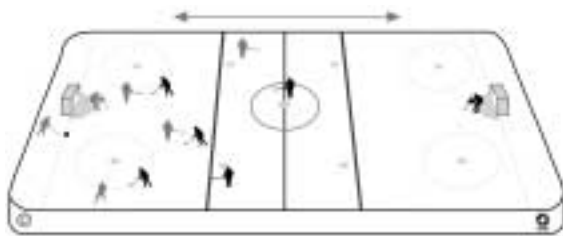
D, ROLE 3

**GAME PRACTICING DEFENDING THE PLAY OUT OF THE CORNER**

In this game the rule is that goals only count if they are started by plays originating from the offensive corners. The closest player defends the attack out of the corner. If he or she reads that the opponent is not in full control of the puck, or has his or her back to the play, the defender should play the body and pin the attacker to the boards.

D-4004

**CARD 207      LEVEL 4      LEARNING THE GAME**



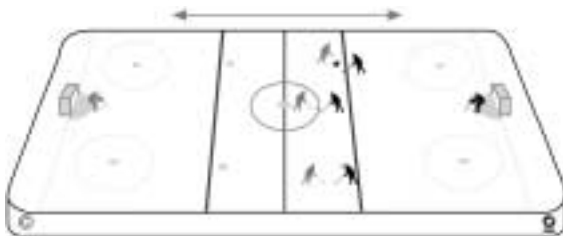
D, ROLES 3 AND 4

**ALL 5 HAVE THE PUCK IN FRONT OF THEM**

This is the strongest defensive position to be in as no one is trapped behind the play. This is a passive forechecking style that allows the offense to turn the puck up ice, deflect the puck to an outside lane and outnumber the attackers. Whenever the puck is above the circles in the defensive zone it must be cleared over the blue line. When pressured high in the offensive zone, dump the puck into the corner or behind the net. It is a safe play to make when only high-risk offensive options are available to the puck carrier.

D-4005

**CARD 208      LEVEL 4      LEARNING THE GAME**



D, ROLES 3 AND 4

**DEFENSIVE ZONE COVERAGE**

Play a 2-on-2, 3-on-3, 4-on-4 or 5-on-5 game focusing on defensive coverage.

- The defending players stay between the puck and the goal, force the puck wide, finish checks, cover their checks, and create immediate pressure on the puck from inside to outside. All players have a 1-on-1 responsibility in their own zone. If a defender loses a 1-on-1, then the supporting player defends a 1-on-2. He doesn't chase the puck and leave his player uncovered.

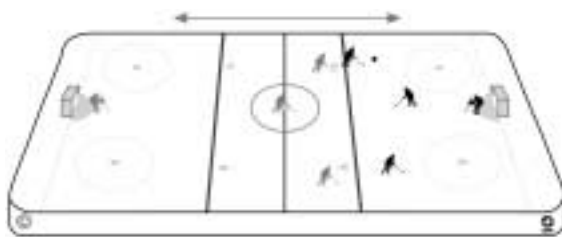
D-4006



## CARD 209

## LEVEL 4

## LEARNING THE GAME



D, ROLES 1 AND 2

**REGROUPING**

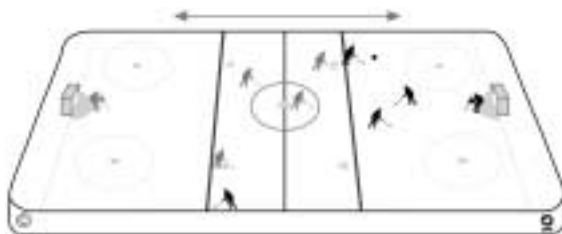
Play a 3-on-3 or 4-on-4 game and have the offensive team turn back and regroup in the neutral zone at least once before crossing the offensive blue line. This game practices puck control, offensive support and not giving away the puck. Many times the defenders slow down or stop. This creates big gaps of which the attackers can take advantage.

D-4007

## CARD 210

## LEVEL 4

## LEARNING THE GAME



D, ROLES 1 AND 2

**REGROUPING WITH A STRETCH MAN**

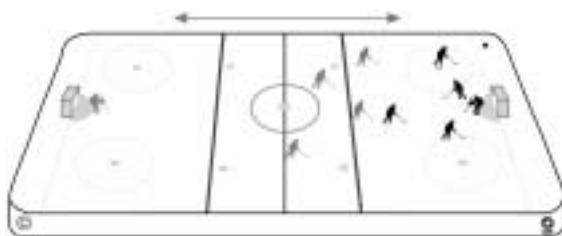
Play a 3-on-3 or 4-on-4 game. Have the offensive team turn back and regroup in the neutral zone at least once before crossing the offensive blue line. All but 1 player should come back to regroup. 1 player stays high and stretches the opponent's defense.

D-4008

## CARD 211

## LEVEL 4

## LEARNING THE GAME



D, ROLES 1 AND 2

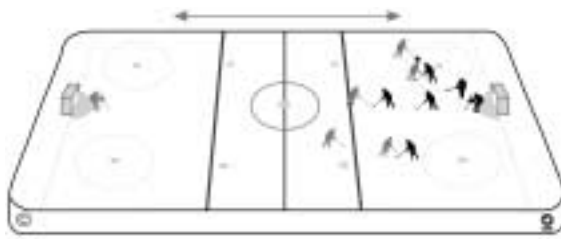
**FULL-ICE SHOOT-IN GAME**

Play a full-ice game of 3-on-3 or 4-on-4 and practice the forecheck by dumping the puck into the offensive zone after crossing the red line. After the shoot-in a maximum of 2 passes are allowed before taking a shot.

D-4009



**CARD 212      LEVEL 4      LEARNING THE GAME**



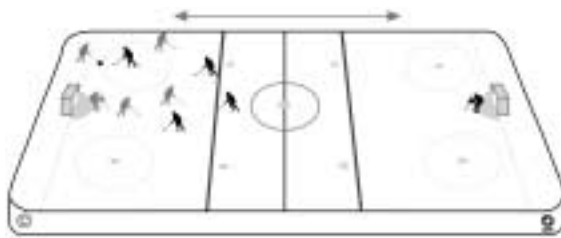
D, ROLES 1 AND 2

**GAME WITH NO PASSING ALLOWED IN THE OFFENSIVE ZONE**

The player is not allowed to pass but must try to score after crossing the offensive blue line. This game is designed to work on going to the net. It also forces the defenders to stay on the defensive side and work on controlling players driving to the net. The supporting offensive players should pick, screen and go for rebounds.

D-4010

**CARD 213      LEVEL 4      LEARNING THE GAME**



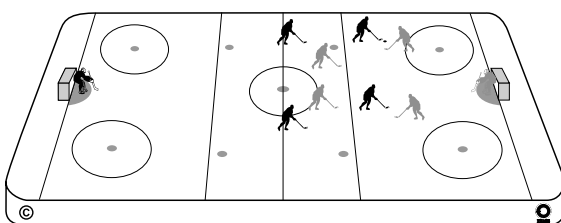
D, ROLES 1 AND 2

**4-ON-4 FULL-ICE PASSING ON EACH ZONE GAME**

Play a full-ice 4-on-4 game with the rule that there must be 1 pass in each zone. If the puck is gained in the neutral zone the players have to pass twice, if in the offensive zone once. After shooting in or shot 1 pass game is played.

D-4011

**CARD 214      LEVEL 4      LEARNING THE GAME**



D, ROLES 1 AND 2

**FULL-ICE 4-ON-4 WITH A CONTINUOUS 2-ON-2, 2 PLAYERS OF BOTH TEAMS WAITING IN THE NEUTRAL ZONE**

Start with 4-on-4 game. When the puck is over the blue line 2 players from each team wait in the neutral zone. Once the defending team gains the puck, they pass the puck to the neutral zone and the other 2-on-2 is played toward the other goal. The original defenders and attackers follow to the neutral zone and go in the other direction when they

get a pass. Time the shifts, or have the players in the neutral zone change on the go after they have attacked and defended once.

D-4012

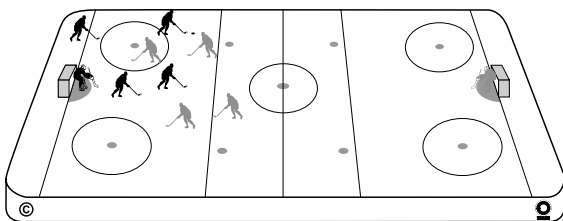




CARD 215

LEVEL 4

LEARNING THE GAME



D, ROLES 1 AND 2

**FULL-ICE GAME LEAVING THE DEFENSIVE ZONE AFTER THE PUCK**

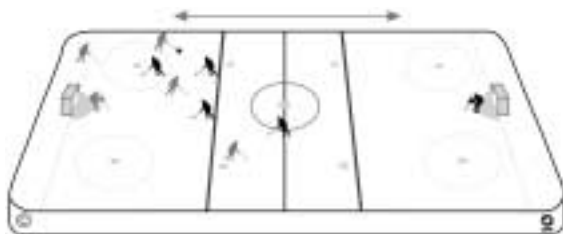
Play a full-ice 3-on-3 or 4-on-4 game with the rule that the attacking players cannot leave their zone until the puck is over the blue line. This rule forces the players to come back deep and save ice, support the puck and not leave their defensive zone too early.

D-4013

CARD 216

LEVEL 4

LEARNING THE GAME



D, ROLES 1 AND 2

**FULL-ICE GAME, 1 PLAYER LEAVING THE DEFENSIVE ZONE BEFORE THE PUCK**

To create depth in the attack, play a full-ice 3-on-3 or 4-on-4 game with the rule that the farthest player from the puck can leave the zone before the puck is over the blue line. This stretch man must only go if he sees that the puck carrier has complete control and will have time to look up the ice.

D-4014

CARD 217

LEVEL 4

LEARNING THE GAME



D, ROLES 1 AND 2

**FULL-ICE WITH NO PASSING UNTIL YOU HAVE GAINED A ZONE**

Play a full-ice 3-on-3 or 4-on-4 game with the rule that the player cannot pass until he or she has gained a zone. This forces the puck carrier to drive-skate to open ice with the puck and practice his or her moves. 1 pass is allowed in the offensive zone.

D-4015



**CARD 218      LEVEL 4      LEARNING THE GAME**



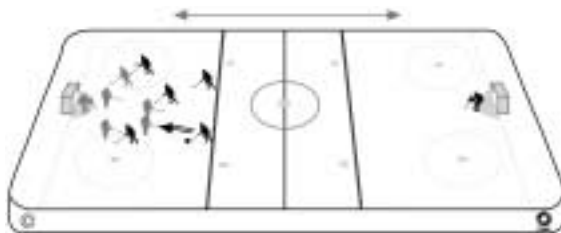
D, ROLES 1 AND 2

**ALL THE PLAYERS HAVE TO TOUCH THE PUCK BEFORE SCORING**

Play a full-ice game of 3-on-3 or 4-on-4 in which all the players have to touch the puck before scoring. This game practices passing and receiving skills and creates the need for close support, requiring the puck carrier to look around for teammates who must be passed to before a shot can be taken.

D-4017

**CARD 219      LEVEL 4      LEARNING THE GAME**



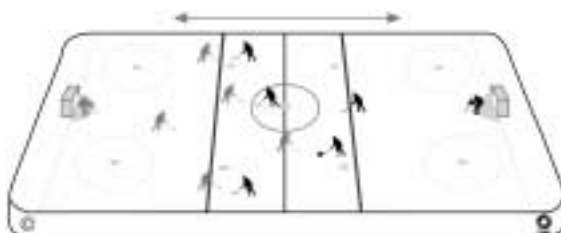
D, ROLES 1 AND 2

**ALL GOALS MUST BE STARTED BY PLAYS FROM THE DEFENCEMEN**

Play a half- or full-ice game and only allow goals scored where the original shot or shot pass is from the point. This encourages the unit to be compact when attacking and the defense to support the play. The forwards must screen and fight for rebounds. The defense should drag the puck inside the dots before shooting. It also creates a situation where the backcheckers must cover the points.

D-4018

**CARD 220      LEVEL 4      LEARNING THE GAME**



D, ROLES 1 AND 2

**GAME THAT TEACHES CLOSE SUPPORT**

Play a full-, cross- or half-ice game but only allow 2 or 3 stick touches, or 1 or 2 seconds with the puck before passing or shooting. This helps the players to develop split vision and teaches them to look around before they get the puck. It also forces everyone to support the puck carrier.

- Add the rule that only one-timer shots can be used. This requires that the shooter is ready before the puck gets there.

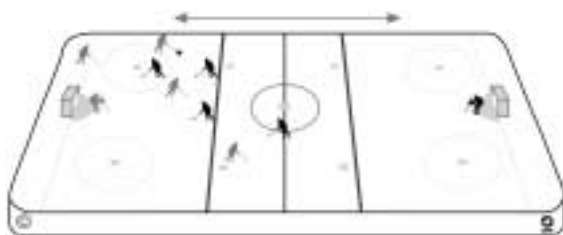
D-4019



## CARD 221

## LEVEL 4

## LEARNING THE GAME



D, ROLES 1 AND 2

**PASSING TO THE CLOSEST TEAMMATE**

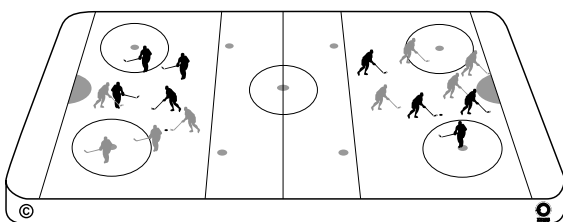
The player with the puck must pass to his or her closest teammate. This causes players to come back to the puck or support the puck carrier more closely. It also practices making the easy play.

D-4020

## CARD 222

## LEVEL 4

## LEARNING THE GAME



D, ROLES 1 AND 2

**GAME WITH 7 TO 10 CONSECUTIVE PASSES IN 1 ZONE**

Points are given to the teams of maximum 4 players, playing a half-ice game (D4), that can make 7 to 10 consecutive passes. At a more advanced level no return passes are allowed.

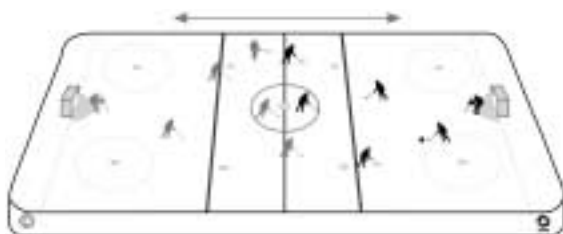
- Designate what type of pass must be used, e.g., backhand.

D-4021

## CARD 223

## LEVEL 4

## LEARNING THE GAME



D, ROLES 1 AND 2

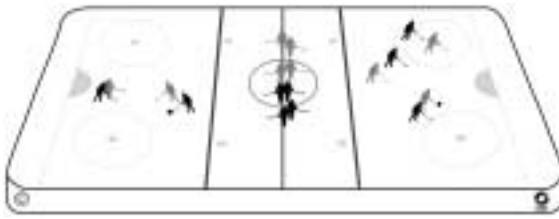
**PLAYING A PUCK-CONTROL GAME**

To develop a flow-type of team offense, play games that concentrate on puck control. In this scrimmage the point is not to score until all players have handled the puck in the offensive zone, while the players interchange positions following the principles of offense, using width, depth and support at all times. This game teaches the players to read the play and move into open lanes and supporting positions.

D-4022



**CARD 224      LEVEL 4      LEARNING THE GAME**



D, ROLE 1 AND 2

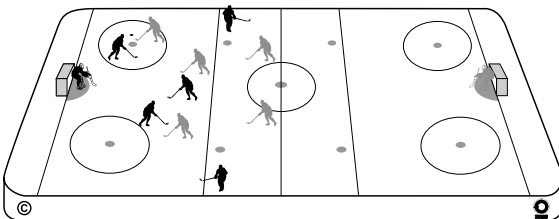
**PUCK-CONTROL GAMES 1-ON-1, 2-ON-2, 3-ON-3 KEEP-AWAY IN HALF OF THE RINK**

To develop a flow-type of team offense, play keep-away games that concentrate on puck control. The game is played as a half-ice game with no net. Start 1-on-1 for 30 seconds. The puck carrier has to keep the puck away from the opponent by keeping his feet moving, making tight turns and protecting the puck. After all the players have had 1 turn, play 2-on-2 and then 3-on-3.

- Play 2-on-2 or 3-on-3 keep-away games with all the players active and use these rules:
  1. Hold the stick with only 1 hand.
  2. Hands close together at the top of the stick and legs wide apart.
  3. Players can only use a certain kind of pass, e.g., saucer pass.

D-4023

**CARD 225      LEVEL 4      LEARNING THE GAME**



D, ORIENTATION

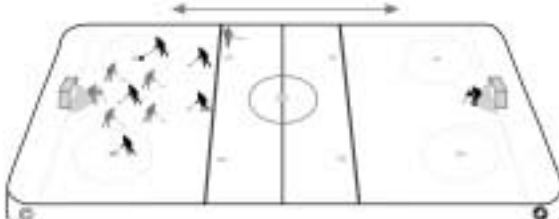
**PRACTICE GAME SITUATIONS BY HAVING PLAYERS WAIT IN THE NEUTRAL ZONE**

In order to create the various situations that happen in a hockey game, play 5-on-5 and have players wait in the neutral zone. For example is: practice 3-on-3 at 1 end and 2-on-2 at the other end by having the last 2 backcheckers and the attacking defensemen wait for the puck in the neutral zone. The other 3 players on each team play 3-on-3

inside the blue line. When the forwards get a clearing pass from their teammates, who just defended in the 2-on-2 situation, they attack the other net 2-on-2 and the players who played the 3-on-3 wait in the neutral zone or are replaced by new players. This game can have time shifts or new players rotate in and wait in the neutral zone after they have attacked and defended once. The coach can use this method to create even- or odd-numbered situations, i.e., continuous 3-on-2 or 2-on-3.

D-4024

**CARD 226      LEVEL 3-4      LEARNING THE GAME**



D, 4 PLAYING ROLES

**POWER-PLAY AND SPECIALITY TEAMS: HALF-ICE 5-ON-5, 5-ON-4 WITH 1 PLAYER IN NEUTRAL ZONE**

To practice the power play and penalty killing, play a game of 5-on-5 but leave 1 player on the defending team in the neutral zone. Alternate who waits in the neutral zone so all players learn to kill penalties.

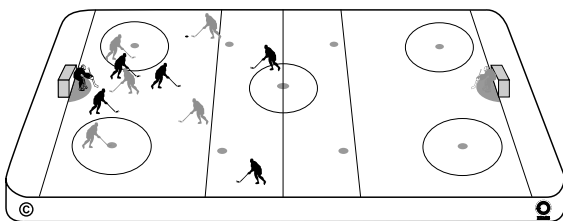
D-4025



## CARD 227

## LEVEL 4-5

## LEARNING THE GAME

**HALF-ICE 5-ON-5, 5-ON-3 WITH 2 PLAYERS IN NEUTRAL ZONE**

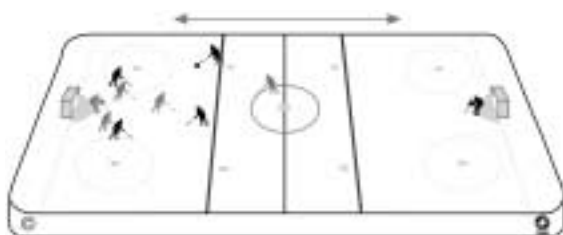
To practice the power play and penalty killing, play a game of 5-on-5 but leave 2 players on the defending team in the neutral zone. Alternate who waits in the neutral zone so all players learn to kill penalties. If your team uses 2 defensemen when 2 men short, then 2 forwards stay outside of the zone. If 2 forwards are used on the kill, then 1 forward and 1 defenseman wait in the neutral zone.

D-4026

## CARD 228

## LEVELS 3-4

## LEARNING THE GAME



D, 4 PLAYING ROLES

**HALF-ICE 4-ON-4, 4-ON-3 WITH 1 PLAYER IN NEUTRAL ZONE**

To practice the power play and penalty killing, play a game of 4-on-4 but leave 1 player on the defending team in the neutral zone. Alternate who waits in the neutral zone so all players learn to kill penalties. If your team uses 2 defensemen when 2 men short, then 1 forward stays outside of the zone. If 2 forwards are used on the kill, then 1 defenseman waits in the neutral zone. 1 player on the defend-

ing team stays in the neutral zone. This allows 2 units to work on power play and penalty killing. Alternate who waits in the neutral zone so all players learn to kill penalties.

D-4027

## CARD 229

## LEVELS 3-4

## LEARNING THE GAME



D, ROLES 3 AND 4

**DEFENDING THE SLOT WITH A PASSIVE BOX AND 1**

- Play a game inside the blue line. The defensive team stands in the slot area in a 2-1-2 formation. They are in a tight box with 1 forward in the middle. The defenders are only allowed to take 1 stride.
- If the puck is coming out of the corner the defenseman takes 1 step toward the puck and the forward in the middle fills the corner of the box. The weak-side forward sags into the slot

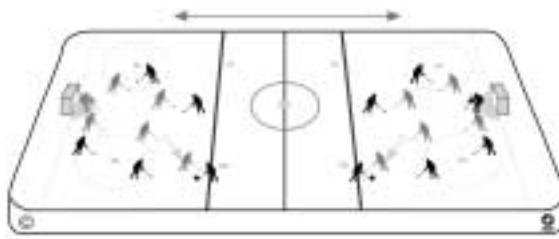
and the strong-side forward collapses down 1 stride.

- The offensive team can do anything it wants to score. The defenders keep their sticks in the passing lanes, play the body, control the attackers' sticks in the slot and fight for rebounds. Have the same thing going on at both ends. The offense gets 1 minute to score, then switch and allow the defense to attack.
- The main principle of defending is simple; it is to control the slot area in front of your goal.
- When teaching defensive zone coverage the coach should show the players where to skate back to in order to protect the slot area.
- Defend from inside out, always staying between the opponent and the net. As the puck gets closer to the goal more man-to-man coverage is used on players without the puck. The slot area is where the defenders skate to on defense, trying to force the puck to the outside and up the boards. (Bob Murdoch)

D-4028



**CARD 230      LEVELS 3-4      LEARNING THE GAME**



D, ROLES 3 AND 4

**ONE-THIRD ICE GAME WITH AGGRESSIVE 2-1-2 DEFENSE**

The defense sets up in a tight box with 1 forward in the middle. The description of the 1 checker pressure and a box behind follows:

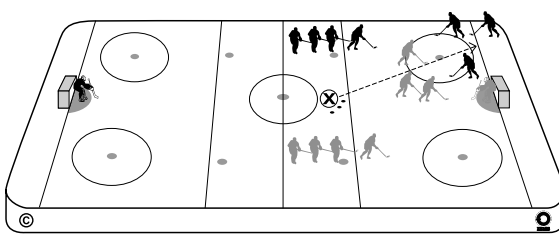
- The offense starts with the puck at the blue line.
- The closest defensive player pressures the puck from the inside out and makes contact with the attacker.
- When the defender does this the middle forward

rotates to his or her place at the puck-side corner of the box and all the defenders move to the strong (puck) side of the ice. Deep in the zone, usually 1 defenseman checks the puck carrier; 1 defenseman covers the attacker in front of the net; the first backchecker backs up the defender in the corner; the second backchecker covers the mid slot and weak-side point and the last backchecker covers the strong-side point. If the first forward back is checking the puck carrier, then the strong-side defenseman is in a low support position.

- The remaining 4 players have sticks in the passing lanes and are on the defensive side of the offensive players.
- When pressuring the puck the defender skates in straight lines and always finishes checks. The middle forward supports the 2-on-1 attack from the inside of the box, always in a position to maintain the defensive side of the check while supporting the first checker. When the play goes to another area the closest player forces the play in the same way. All players are responsible to cover 1 attacker and defend a 2-on-1 if a teammate is beaten.
- If the defenders maintain this tight box and create immediate pressure by the closest defender on the attackers, they will be able to control the slot area in front of their net.

(Bob Murdoch)  
D-4029

**CARD 231      LEVELS 3-4      LEARNING THE GAME**



D4

**A GAME BATTLING FOR LOOSE PUCKS**

The D4 game is played in 1 zone. The players from each team line up behind the faceoff dot just outside of the blue line.

The coach stands with pucks just outside of the blue line, in the middle of the rink. The first player in line on each team moves forward just inside the blue line and plays the point.

On the whistle, 1, 2 or 3 players from each team; or varying numbers of players, up to 3 from each team, go after a puck that is shot into the zone by the coach.

The active players can pass to the pointman who must shoot or pass, but can't skate deep into the zone or on the other half of the ice.

When the defending team gets the puck they have to pass to their point before they can attack. Play shifts of 30-60 seconds, then blow the whistle and shoot in another puck

(Art Krusel)

A PROGRAM FOR DEVELOPING THE  
COMPLETE PLAYER

**ADVANCED  
LEVELS**

**"5 AND 6"**

These advanced levels are combined because the same games and drills are used to practice both offensive and defensive team play. The coach now uses exercises from Levels 0 to 4 for warm-up and review. The players learn to play as a team in Levels 5 and 6. They work on all of the various game situations from 1-on-1 to 5-on-6. Quick transition from offense to defense and from defense to offense is emphasized with the theme that, "You must always attack so that you can defend and defend so that you can attack."

Level 5 focuses on offensive team play and level 6 practices defensive team play.

# TRANSITION GAMES TO TEACH THE 4 GAME-SITUATION ROLES

When the players have learned the basic skills by doing **one-way** drills where offensive or defensive responsibility is repeated but there is **no transition**, then it is time to practice using the skills in more **realistic situations** that demand both good technique and game understanding.

Transition games allow the coach to create any numerical situation that happens in a hockey game. The players practice the situation **under game pressure** in the same zone as it would occur in a game.

Levels 3 and 4 show transition games where players **passively** wait in the neutral zone and become **active** when the puck is passed **over the blue line**. These games can be used to create power-play and penalty situations or to create various numerical situations at each end.

In levels 5 and 6 transition games the players **come into** and **leave the play** according to the game situation, so the coach doesn't have to be continually blowing his/her whistle, but is free to talk to the players as the game is going on.

Any of the game formations can be used for transition games. The D200 cross-ice games and D600, D700 and D800 small-area formations use the same rules as the D100 and D400 transition games that are described below.

## HOW TO ORGANIZE A TRANSITION GAME

To organize a transition game the coach must decide what **individual or team skill** to work on and then devise the game. Take your time and go slowly, first **step by step**. Let the players do everything in slow motion so that the game is understood.

When the players are comfortable with the flow of the game the coach can add modified rules to practice individual or team skills. The transition game itself is like a template for teaching all the various situations in the game.

Individual and team-skill work can be added by modifying the rules. For example, to work on the team-skill of **cycling** deep in the offensive zone have the rule that all goals must originate from plays below the goal line. An example of how to work on individual skills would be to designate the **number or type** of passes that must be used or what kind of shot is required to score.

It works best if you start a transition game 1-on-1 and work on game-situation roles 1 and 3. The individual techniques are the foundation for all team play and the 1-on-1 gives all of the players a chance to understand the flow of the game.



After the coach has decided what **needs** to be worked on and where on the ice it should be done, then the flow of the game – who gets support during the play, determines the type of transition game to use.

In transition games you go **from offense to defense and from defense to offense**. The coach can create the situation he/she wants to work on by having the passive players:

1. Give support to the defense
2. The offense
3. Both the offense and the defense.

When the new players come into the play they must assume the **appropriate** game-playing role of either offensive or defensive support.

The cards in this level will show D100, full-ice games and D400 half-ice games that show:

- 1 Transition games where players wait in the neutral zone for a breakout pass and the play goes toward the other end. This game isolates situations in the neutral zone and at each end (*game-situation roles 1, 2, 3 and 4*).
- 2 Transition games where the attacking team gets support from teammates joining the play (*game-situation role 2*).
- 3 Transition games where the defending team gets support from back checkers (*game-situation role 4*).
- 4 Transition games where both the offensive and defensive teams have supporting players join the play (*game-situation roles 2 and 4*).

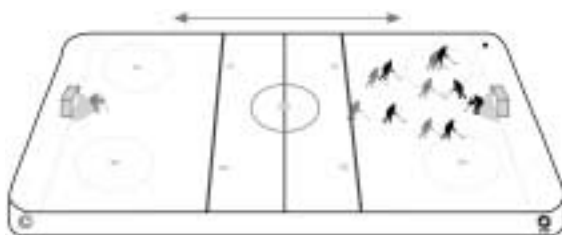
As the play continues their roles change from defensive to offensive or offensive to defensive responsibilities and all 3 playing situations: offense, defense and loose puck will be encountered.



## CARD 233

## LEVELS 5-6

## LEARNING THE GAME



D, ORIENTATION

**PRINCIPLES OF USING TRANSITION GAMES TO LEARN TO UNDERSTAND THE GAME**

- All defend-attack-leave half-ice and full-ice games can isolate the defensive-zone team-play skills of 1-on-1 up to 5-on-6 as well as the penalty-killing skills.
- All attack-defend-leave half-ice, full-ice and cross-ice games can isolate the defensive-zone team-play concepts from the 1-on-1 up to 5-on-6.

- All continuous half-ice and full-ice games with both offensive and defensive support can be used to practice specific positions in all situations.

All full-, half- and cross-ice games where 1 defensive player waits outside of the defensive zone are good for practicing defensive skills in outnumbered situations, e.g., 5-on-5 full-ice game with 1 defensive forward staying in the neutral zone creates a 5-on-4 in the zone.

D-5/6001

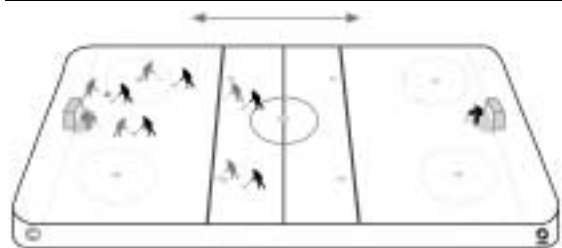
## GAMES WITH PLAYERS WAITING FOR THE PUCK IN THE NEUTRAL ZONE

1. Transition games where players wait in the neutral zone for a break-out pass and the play goes towards the other end. This game isolates situations in the neutral zone and at each end (game-situation roles 1, 2, 3 and 4).

## CARD 234

## LEVELS 5-6

## TRANSITION GAMES



C300

**DEFENDING 3-ON-3, 2-ON-2, IN THE DEFENSIVE ZONE**

Attack-Defend-Pass-Leave Sequence. In order to isolate offensive and defensive situations: play a full-ice game of 5-on-5 where each team leaves 2 players in the neutral zone when 1 team attacks 3-on-3 and 2 players from each team stay in the neutral zone as the opponent attacks the other goal 2-on-2. The game is organized in the following manner:

- 1 team attacks 3 versus 3 and when the defending team gets the puck they pass to the neutral zone and there will be a 2-on-2 situation at the other end.
- In the 3-on-3 situation, 1 line plays 2 defenseman and 1 forward as a backchecker while defending. The other 2 forwards attack 2-on-2 the other way.
- The other line has 3 forwards on offense and 2 defensemen for the 2-on-2 at the other end. Many other numerical situations can be practiced using this method. Have all forwards take turns being the backcheckers.
- Halfway through the game, change so the other team plays the 2-on-2 and 3-on-3 situations.
- The shifts can be timed or the players can change on the go after they have attacked and defended.
- \* Any number of players from 1 to 5 can wait in the neutral zone.
- A modification of this game is to have the defensive team wait in the neutral zone and play against the team that is breaking out of their defensive zone.

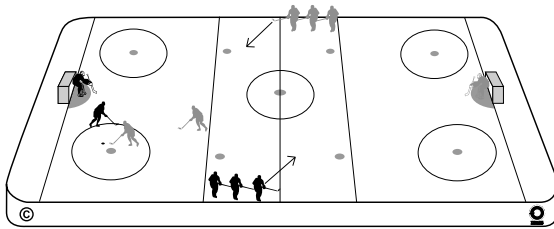
C300-5/6002



# DEFEND- ATTACK GAMES

2. Transition games where the attacking team gets support from teammates joining the play (game-situation role 2).

## CARD 235 LEVELS 5-6 TRANSITION GAMES



D100, FULL-ICE DEFEND-ATTACK GAME

This game works on all situations up to a 3-on-3 but is especially good for teaching the 4 game-situation roles deep in the offensive and defensive zones.

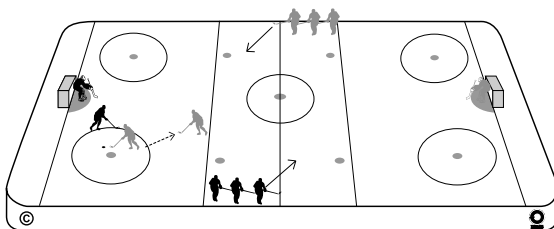
In this game you line the players along the boards in the neutral zone.

- Start with a 1-on-1 situation with a player from the lineup supporting the attacking player at the point.

- \* \* The offensive player tries to score and the defensive player tries to regain the puck and attack the other way.

- After a goal, or when the defender regains the puck and crosses the blue line, he/she attacks the other way versus the new player at the point. The original defender goes to the back of the line.
- At advanced levels the coach can add more players and a regroup in the neutral zone with the original players follow the play until the puck crosses the offensive blue line.

## CARD 236 LEVELS 5-6 TRANSITION GAMES



D100 FULL ICE DEFEND GAME WITH A PASS TO THE POINT

This game works on all situations up to a 3-on-3 situation. The pass to the point creates a situation where the defender must keep the attacker from screening the goalie, getting a pass or scoring on a rebound.

- Start with a 1-on-1 and the attacker gets support from a teammate waiting in the neutral zone when the puck crosses the blue line.

- The attacker may pass to the point. The point man cannot walk in and shoot, but must pass or shoot within 2 seconds. This enables the defender to continue playing the 1-on-1 low. (This simulates that the point man is being covered.)

- After a goal or when the defender crosses the blue line, he/she attacks the other way versus the new player at the point. The original attacker goes to the end of the line in the neutral zone.

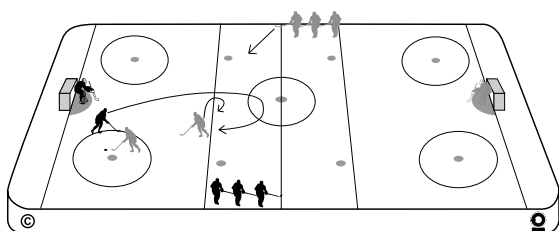
**At advanced levels the coach can add more players and a regroup in the neutral zone with the original players not leaving until the puck crosses the offensive blue line. This is great for working on defensive gap control.**



## CARD 237

## LEVELS 5-6

## TRANSITION GAMES

**HALF-ICE DEFEND-ATTACK GAME WITH A PASS TO THE POINT**

- Start with a 1-on-1 and the attacker gets support from the lineup in the neutral zone when the puck crosses the blue line. The attacker may pass to the point. The point man cannot walk in and shoot, but must pass or shoot within 2 seconds.
- This enables the defender to continue playing the 1-on-1 low.

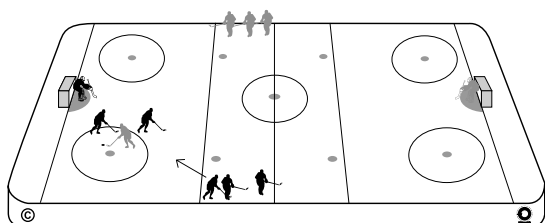
The pass to the point creates a situation where the defender must keep the attacker from screening the goalie, getting a pass or scoring on a rebound.

- After a goal or when the defender skates out to the red line with the puck, the point man mirrors him and turns, defending the original goal.
- When the defender crosses the blue line with the puck, the original attacker goes to the end of the line in the neutral zone.
- At advanced levels the coach can add more players and a regroup in the neutral zone. The new offensive player skates to the far blue line before turning back to attack.

**ATTACK-DEFEND GAMES****3. Transition games where the defending team gets support from backcheckers (role 4).**

## CARD 238

## LEVELS 5-6 ATTACK – DEFEND GAMES



D100

**FULL-ICE ATTACK-DEFEND GAME**

Use the D100 formation starting with a 1-on-1 game with the extra players waiting in the neutral zone.

- The defensive player gets support from a teammate when the puck crosses the defensive blue line.
- The 1-on-1 now becomes a 1-on-2 and the original defender concentrates on the attacker's body while the backchecker picks up the puck and attacks in the other direction while the original attacker backchecks.

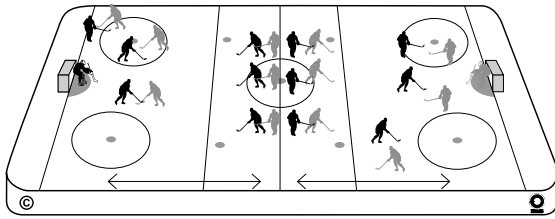
- When the puck crosses the offensive blue line the defending player gets support from a teammate making it 1-on-2.
- On a goal, or when the defenders gain the puck, the new backchecker attacks the goal at the other end.
- When the puck is cleared over the defensive blue line the original defending player returns to the lineup on the boards.

This flow of, give defensive support, attack the opponent's net, and then defend, continues.

As many as 3 supporting players can join the play or the coach can send 1, 2 or 3 players to support in order to have the players recognize the game situation.



**CARD 239      LEVELS 5-6      TRANSITION GAMES**



**HALF-ICE GAME OF D400 WITH THE EXTRA PLAYERS WAITING AT THE RED LINE**

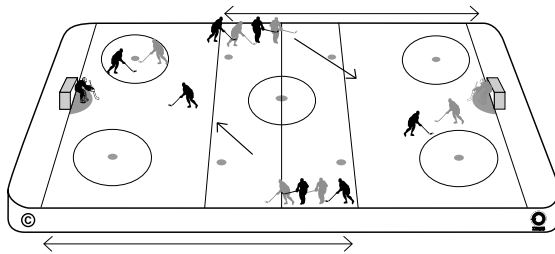
Play either 1 or 2 D400 half-ice Attack-Defend games at once. Teams are organized into 2 lines of 1, 2 or 3 players each. 1 line attacks or defends while their teammates rest near the red line.

- When the defending team gets the puck they must break out over the blue line and pass to a waiting teammate at the red line. If the puck is simply dumped out then it is a loose puck and any one of the active players can get it.
- When a successful pass is made the passive players go onto offense and attack versus the players who were just on offense.
- When these new attackers lose the puck or are scored on, they must defend against the passive players who are waiting for a pass near the red line.

This game works on all 4 game-situation playing roles and the 3 playing situations.

Play timed games or up to a certain score. Play tournaments and add modified rules that stipulate individual or team skills.

**CARD 240      LEVELS 5-6      TRANSITION GAMES**



**HALF-ICE GAME OF BACKCHECK - BREAKOUT - ATTACK - DEFEND - REST**

In this game the extra players wait along the boards in the neutral zone and backcheck to support the defender when the puck crosses the blue line, making it a 1-on-2 situation.

- When the new defensive player gets the puck he/she skates to the far blue line before turning and attacking the original attacker.
- This flow continues when the puck crosses the blue line and the new defender gets support from a teammate.
- This transition game can be played at 1 or both ends at once. A regroup in the neutral zone can be added to practice keeping a tight gap.

**SITUATION ROLES 1, 2, 3, 4**

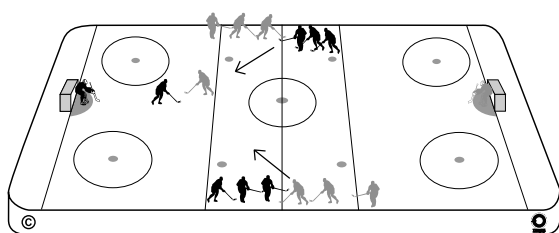
**4. Transition games where both the offensive and defensive teams have supporting players join the play (game-situation role 2 and 4).**



## CARD 241

## LEVELS 5-6

## TRANSITION GAMES



D100

- This is the ultimate transition game to practice all possible play situations from 1-on-1 to 6-on-5.
- To learn the game, start playing 1-on-1 and when the puck crosses the offensive blue line both the attacker and defender get support from the teammates waiting along the boards in the neutral zone.
- The 1-on-1 situation becomes a 2-on-2 and the new supporting players must assume the responsibilities of game-situation roles 2 and 4.

**VARIATIONS:**

Create any numerical situation by adjusting how many players support the active players. To create even-numbered situations give support with as many defenders as attackers and as many attackers as defenders.

- That is, on a continuous 2-on-1, 2 players would support on defense and 1 would give offensive support.
- The 2-on-1 and 1-on-2 would become a 3-on-3 in the end zones and a 2-on-1 or 1-on-2 in the neutral zone. A 2-on-2 and 3-on-1 through the neutral zone becomes 4-on-4 in the end zones. A 3-on-2 or 2-on-3 through the neutral zone becomes 5-on-5 at each end.
- The supporting players can simply line up on 1 side of the ice and join the play according to the 1-2-3-4-5 principles of team play, or they can play their own position, i.e., as defensemen or forwards.

In the diagram the forwards are on 1 side and the defensemen on the other side.

- The forwards give support to their defense and the defense give support to their forwards when the puck crosses the blue line.
- In the 1-on-1 to 2-on-2 situation in the diagram the defenseman will support from the point and may jump into the play.
- The forward must cover the new defenseman and then get open for a breakout pass when the defender gets the puck, or go low and pick up a loose puck if the defender pins the attacker.

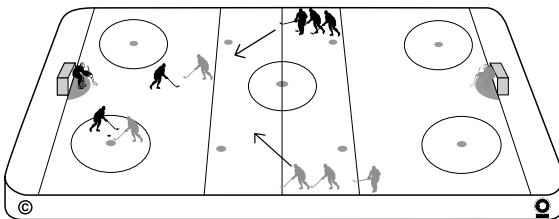
When you have a continuous 2-on-1 the first backchecking forward must give low support to the defender and the second backchecker must cover the new defenseman. By using this continuous game the coach can teach team-play concepts as well as work on individual techniques.

The coach can adjust the number of supporting players to create uneven situations, e.g., a 2-on-1 with only 1 backchecking forward and 1 supporting attacker would create a 3-on-2 in the end zone and a 1-on-1 in the neutral zone. When 2 forwards backcheck and 1 attacker joins the play, you have a 2-on-3 attack in the end zone and a 2-on-1 through the neutral zone. The situations are limited only by the imagination of the coach.

## CARD 242

## LEVEL 4

## BASIC SITUATIONS

D400,  
GAME-SITUATION ROLES 1, 2, 3, 4**A HALF-ICE TRANSITION GAME OF 1-ON-1 THEN 2-ON-2 IN THE DEFENSIVE ZONE**

The team can practice various half-ice situations using this transition game. It is best to have the teams wearing only 2 colors.

- 1 player attack 1 versus 1.
  - When the puck crosses the blue line 1 forward (F2), from the defending team and 1 defenseman (D2) from the attacking team follow the play into the zone.
  - The backchecker must cover the new defenseman, who supports the attack.
  - When the defenders regain the puck or a goal is scored, they break out as far as the red line and then turn back and attack 1-on-1, F2 versus D2.
- Keep score and use this method to play games and tournaments. Other situations such as 2-on-1 to 3-on-3, 2-on-2 to 4-on-4, 3-on-1 to 4-on-4 and 3-on-2 to 5-on-5 can be played.

## D2 Game with One Goalie

### **Key Points:**

Goalie has to switch nets on a turnover.

### **Description:**

#### D2 Game With One Goalie

1. One team shoots on one net and the opponent shoots at the other net.
2. On transition to offense there must be at least 2 passes before shooting.
3. If the puck goes outside the blue line the other team gets possession.
4. With lots of players the extra's act as jokers and time shifts.
5. With only one goalie he must defend both goals.



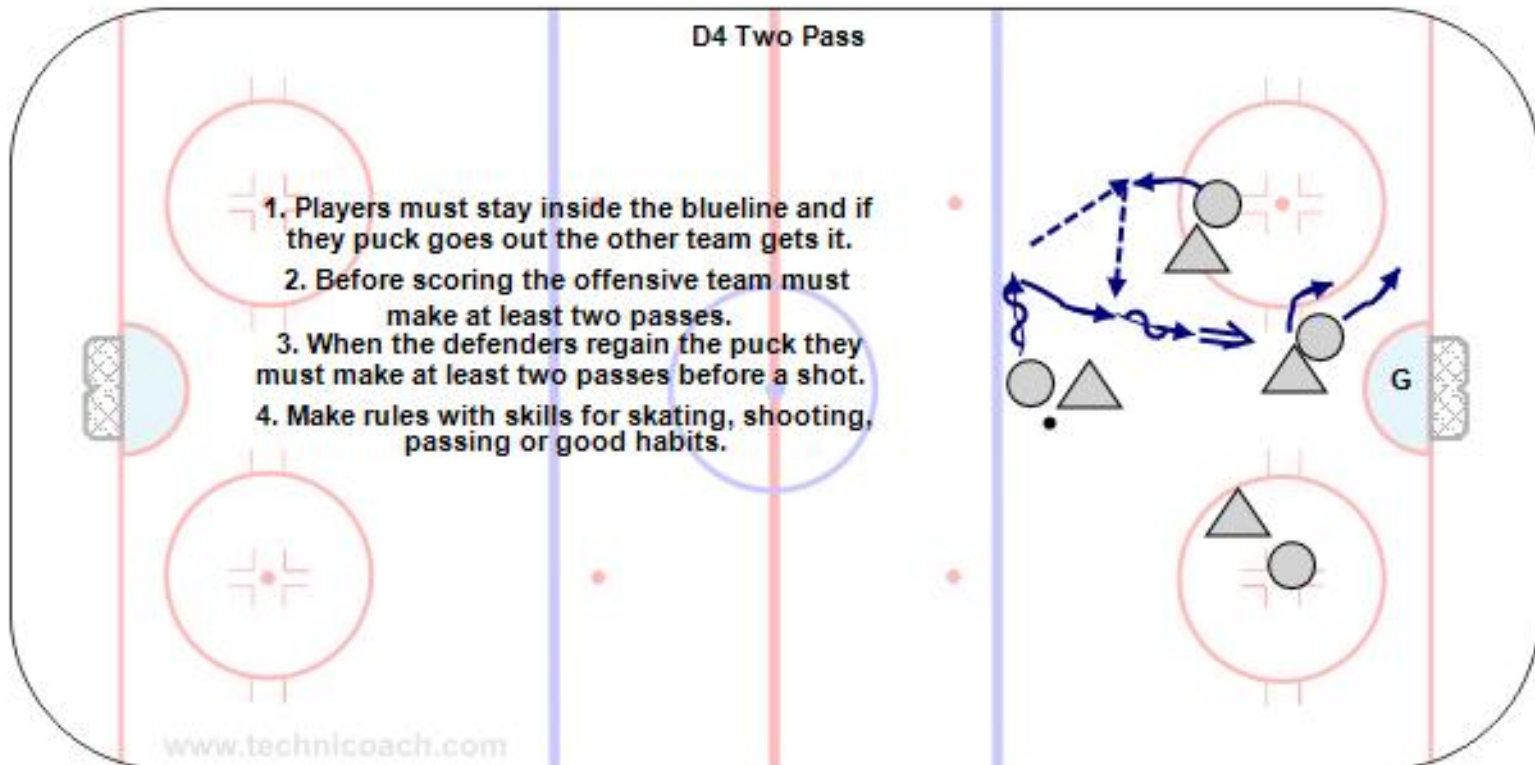
## D4 Two Pass

### **Key Points:**

My favorite game to warm up the players at the start of practice. The quicker they make the passes after regaining the puck the more scoring chances they produce. If you look on the video's my son and I are playing this game with Dany Heatley and Jamie Huart as they prepare to go to Europe for the World Championships.

### **Description:**

1. Players must stay inside the blueline and if they puck goes out the other team gets it.
2. Before scoring the offensive team must make at least two passes.
3. When the defenders regain the puck they must make at least two passes before a shot.
4. Make rules with skills for skating, shooting, passing or good habits.





## D5 Nets back to back with jokers

### **Key Points:**

Jokers can only have the puck 1 second and then must pass or shoot. You can add that they must move sideways or back when they get the puck.

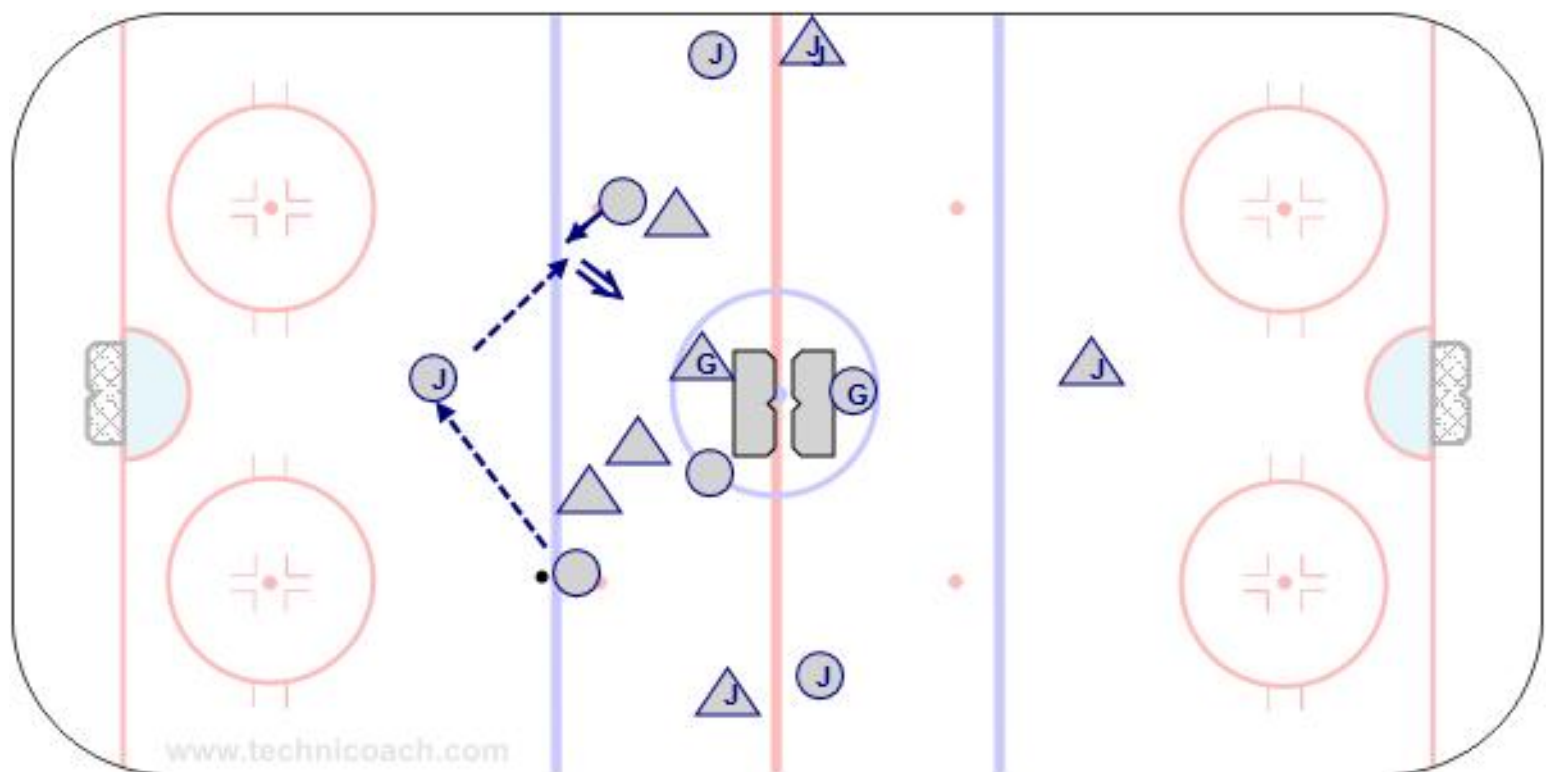
### **Description:**

Place the nets back to back at the red line.

-Half the team play and half are jokers. Shifts 30".

-When the team gets the puck on defense they must pass to a joker before they can score. Jokers can move around on the perimeter.

If you have only one goalie then it is a great conditioning - skating drill for the goalie to play for both teams and skate around to the other goal.



## D5 - 3 Small Area Games

### **Key Points:**

It is important to learn to protect the puck and to transition between playing roles quickly. i.e. when you pass you get open right away and not stand there or when you lose the puck you find someone to cover.

- Also hustle out when the whistle goes.
- Pass the puck to the coach or a teammate on the whistle instead of leaving it in the zone.

### **Description:**

#### **Game One; Tight low battles**

1. Coach dump the puck in.
2. Players race in and battle for the loose puck and try to score.
3. When defenders regain the puck they must pass to the coach to go onto offense and they practice role 2 getting open and defenders role 4 covering away from the puck. No one checks the coach who is the joker who can shoot or pass back to the team who passed to him.
4. Play 20" and hustle out on the whistle and pass to the coach who dumps it in when everyone is out.
5. This is a great game to work on the cycle and low D zone coverage.

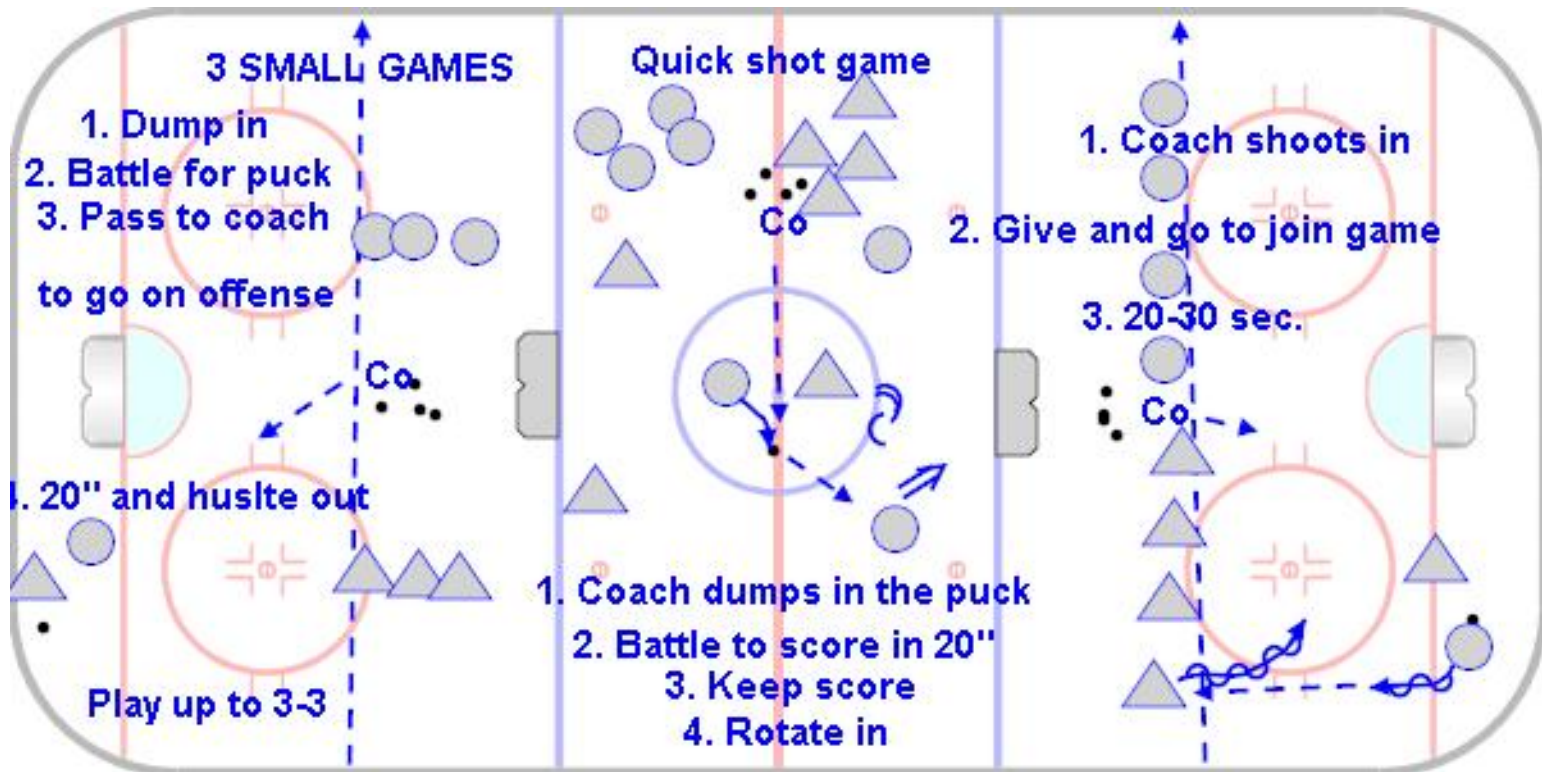
#### **Game Two; Quick Shot Game or Power Play Game**

Place the nets on the bluelines (or in a zone if only half ice). It is 3 on 3 with 2 players on each team in the offensive end and one in the defensive end.

1. Coach dumps the puck in the middle and they battle for the puck.
2. Play for about 20" with the coach putting in a new puck on goals or missed nets.
3. Keep score.
4. Rotate new players in on the whistle.

#### **Game Three; Low Battle with Players Joining After a Give and Go**

1. Coach dumps the puck in or shoots.
2. Players battle for the puck 1 on 1.
3. Teammates can join the attack when they make a give and go with the active players.
4. Play about 30 seconds.
5. As in all games keep score up to something like 3 for a win and play a 2 of 3 series.



# D6 Games - Two full ice games at once

## **Key Points:**

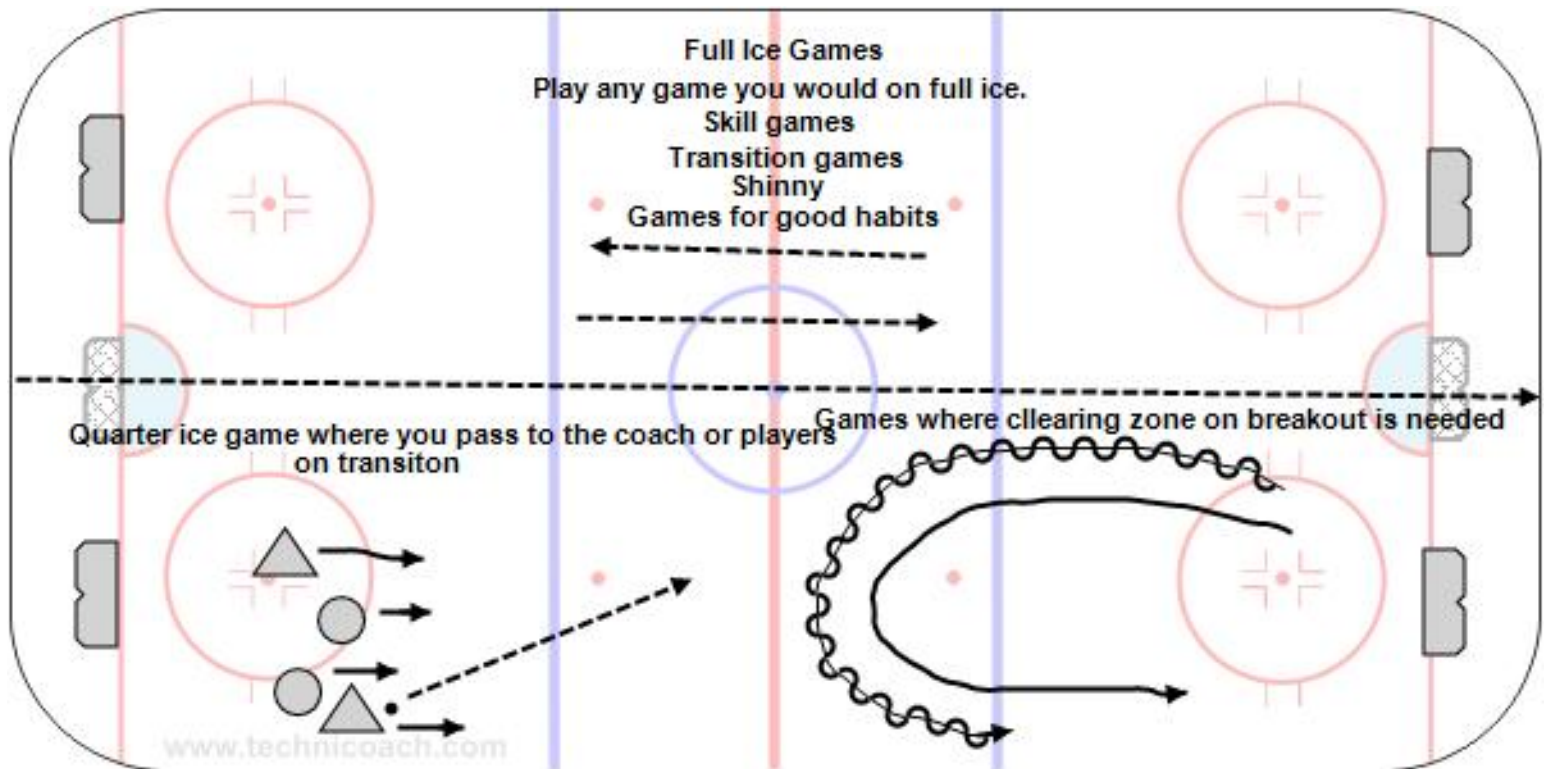
Use one net at each end and rink dividers make is safer but not necessary. In Europe they offer lie down boards 4x4 to divide sections of the ice. (hollow inside and easy to store)

## **Description:**

When you play full length of the ice you can use every game you would on the entire rink.

Using one quarter ice games at each end allows you to do skill and transition games.

Full length drills and games are all possible.



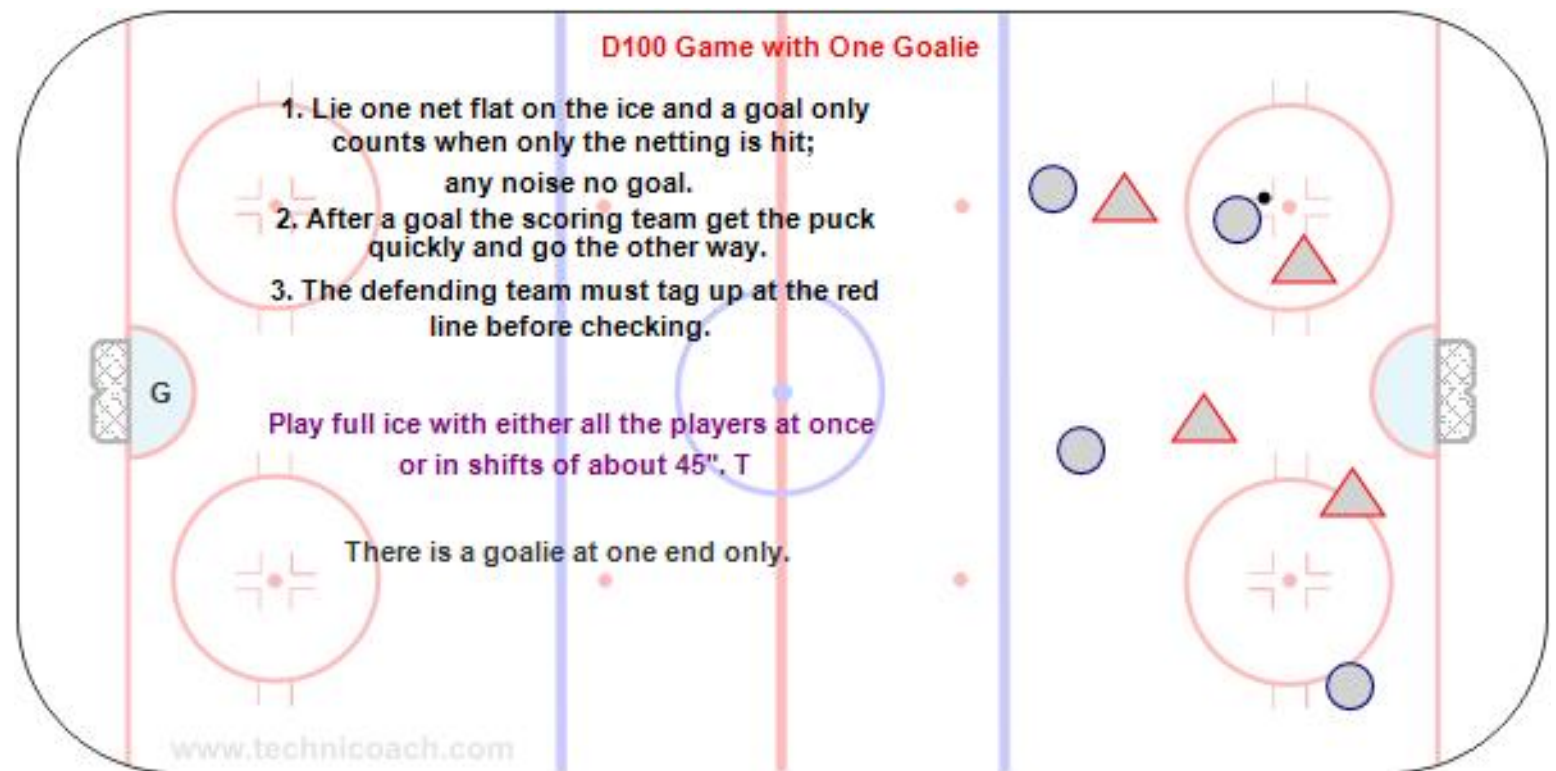
# D100 Game with One Goalie

## Key Points:

Insist on good habits. It is possible to have modified rules like at least one pass in each zone or goals must be on give and goes. Play full ice with either all the players at once or in shifts of about 45". There is a goalie at one end only.

## Description:

1. Lie one net flat on the ice and a goal only counts when only the netting is hit; any noise from a pipe and no goal. Small nets, shooter tutor or hit posts is also possible.
2. After a goal the scoring team get the puck quickly and go the other way.
3. The defending team must tag up at the red line before checking.





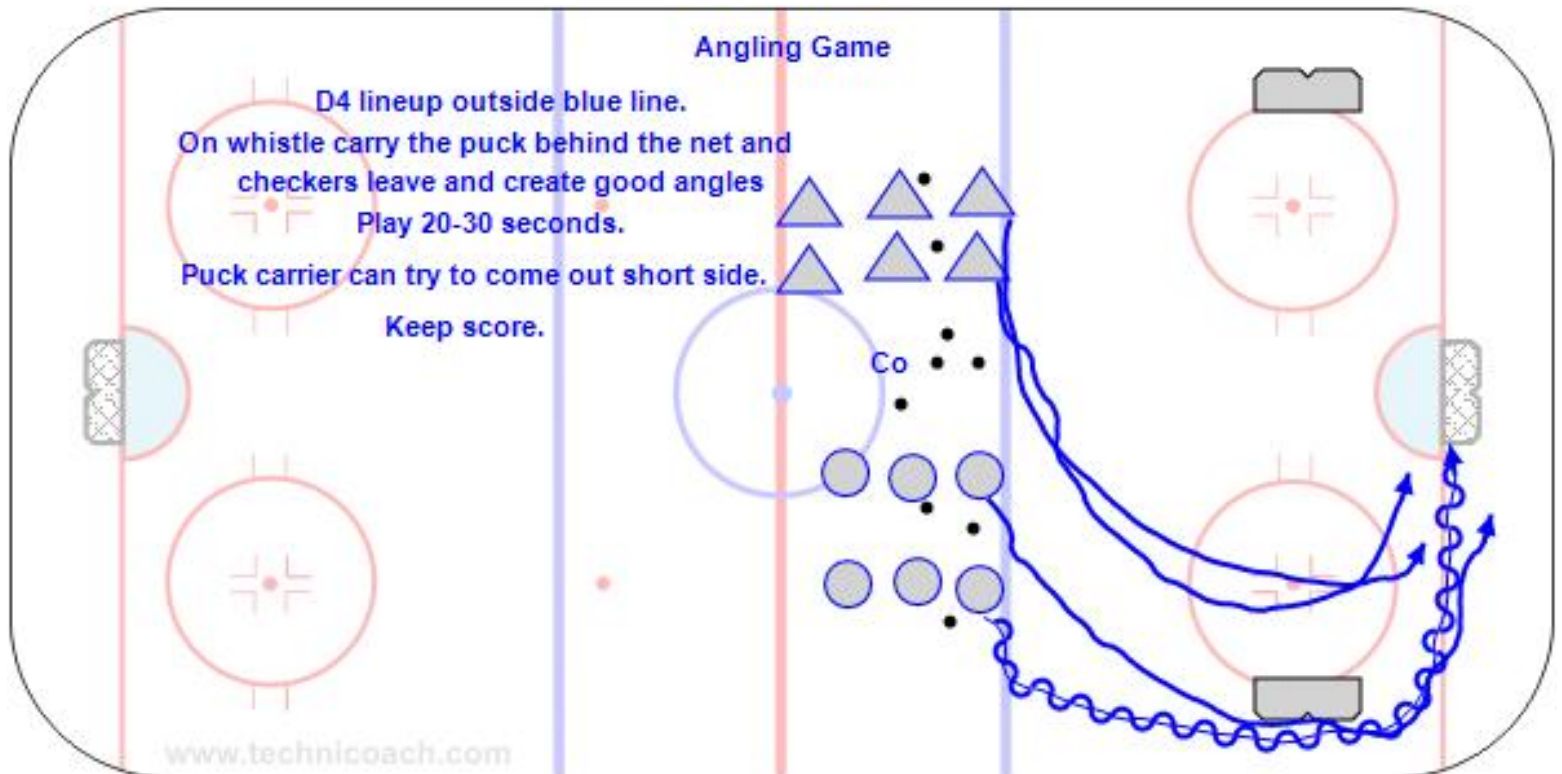
# D200 Angling game

## **Key Points:**

Checkers create an angle on puck carrier and take away their time and space with body on body and stick on the puck.

## **Description:**

1. D200 lineup outside blue line.
2. On whistle carry the puck behind the net and checkers leave and create good angles.
3. Play 20-30 seconds.
4. Puck carrier can try to come out short side.
5. Keep score. Play to a certain score and losing team do something like push ups. Play a short series.



# D200 Cross Ice Games with Jokers

## **Key Points:**

Jokers can only pass or shoot and cannot join the attack. Defenders don't check the jokers but cover the pass receivers. To make it more gamelike the jokers must move when they get the puck instead of just standing there.

## **Description:**

Play cross ice with the extra players lines up on the sides.

### Game One

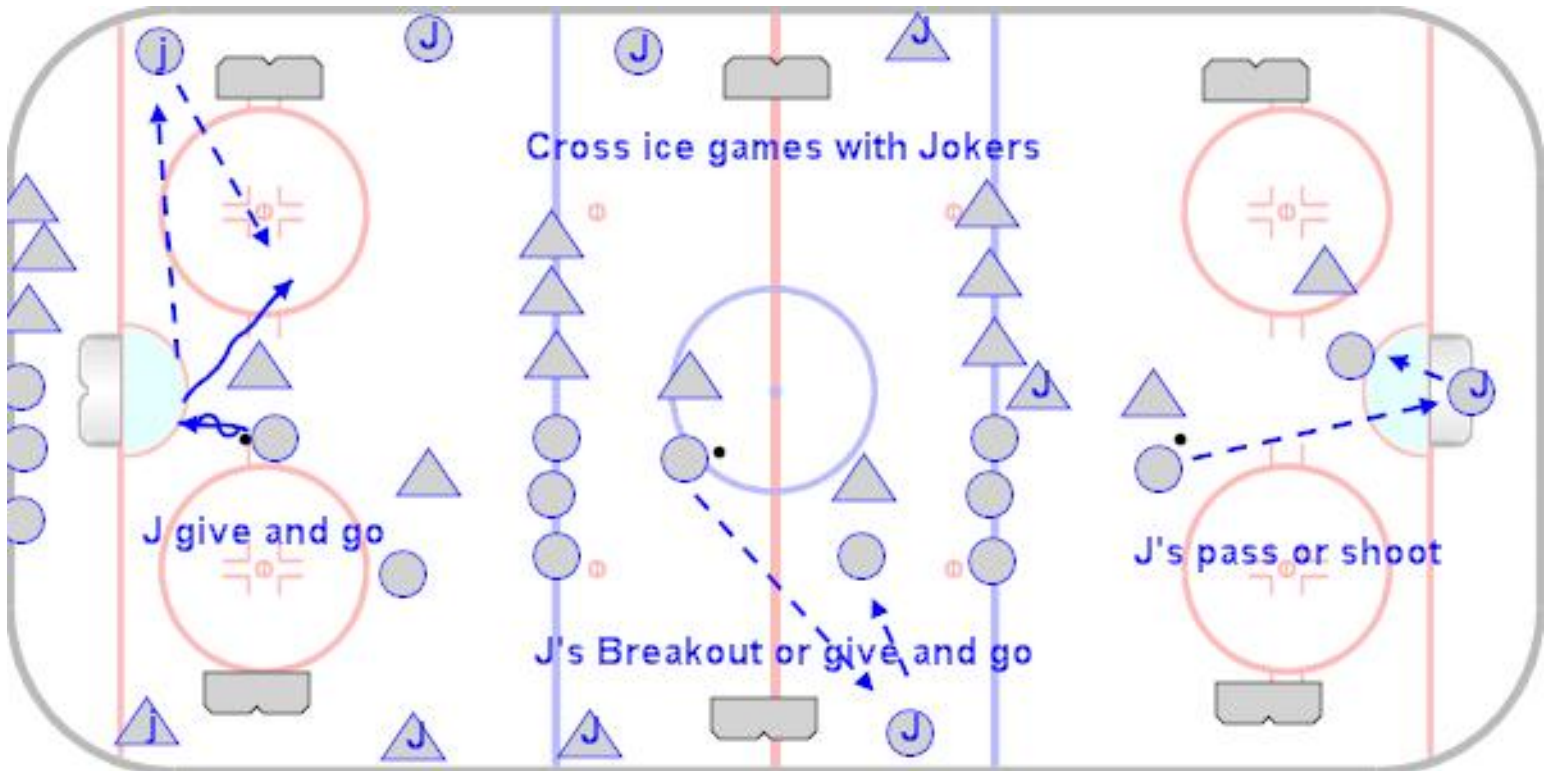
Jokers behind the offensive net must be passed to before shooting. Great for give and go as well as one timer practice.

### Game Two

When the defending team gets the puck they must regroup with the jokers behind their net. Use one or two jokers and practice the breakout. Jokers may pass to each other.

### Game Three

Jokers on the side can be passed to and must return the pass or shoot. This is great for puck support as well as the defenders covering pass receivers.



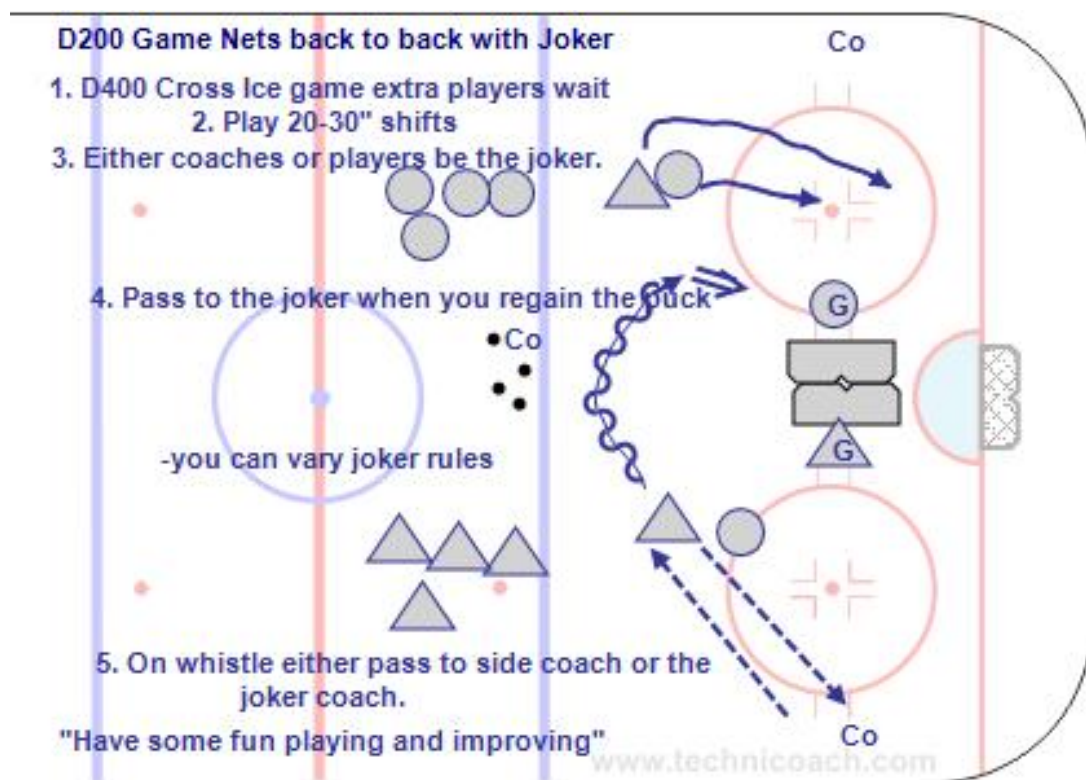
## D200 Game Nets back to back with Jokers

### Key Points:

Transition from one role to another. Jokers can only hold the puck 1-2".

### Description:

1. D200 Cross Ice game extra players wait outside the blue line.
2. Play 20-30" shifts
3. Either coaches or players be the joker.
4. Pass to the joker when you regain the puck.  
-you can vary joker rules
5. On whistle either pass to side coach or the joker coach.  
"Have some fun playing and improving"





# D200 Game with Jokers Below the Goal Line

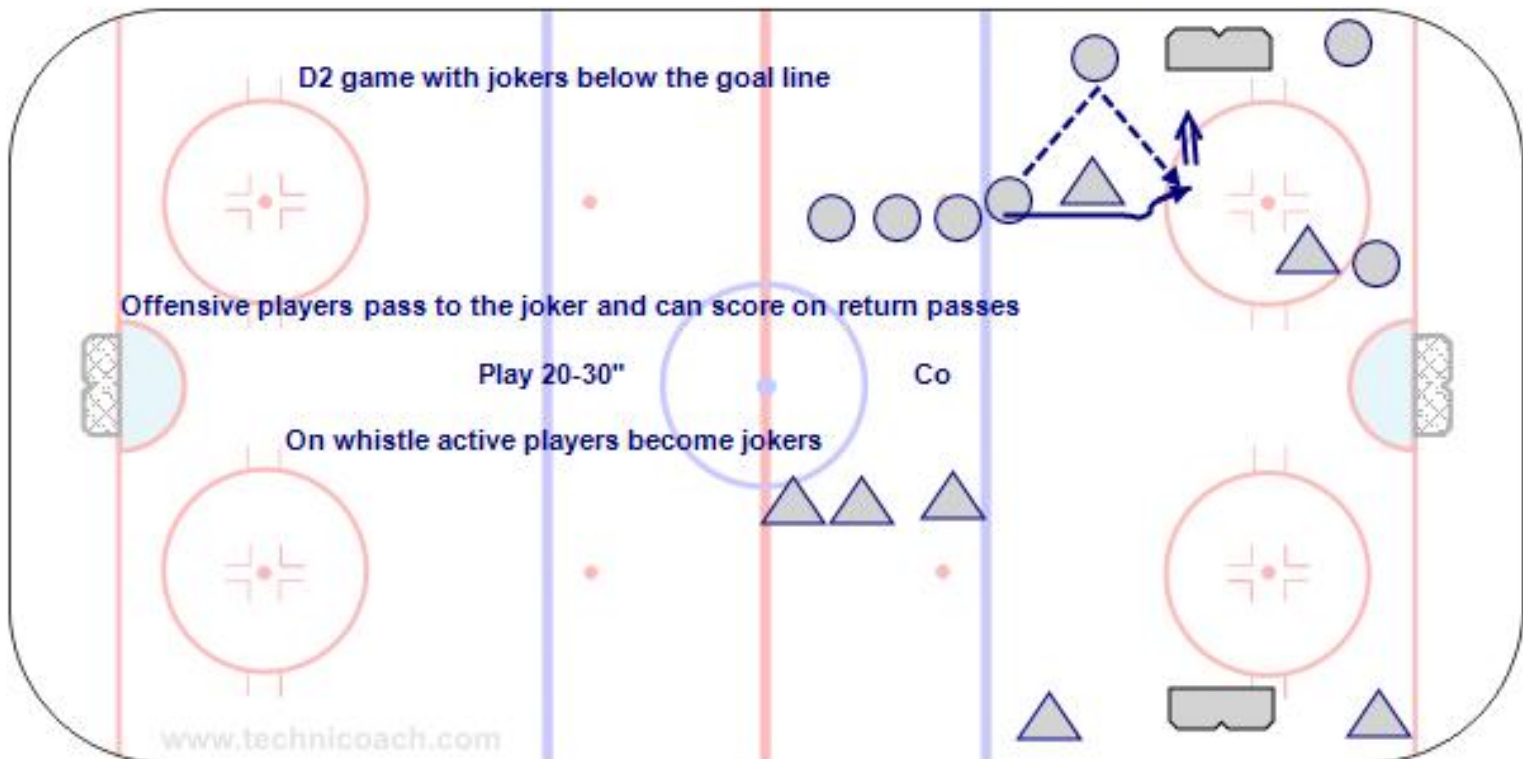
## **Key Points:**

- Work on give and go and getting open.
- Defenders intercept passes and tie up sticks on the rebounds.
- Goalies control rebounds.

## **Description:**

1. Coach has the pucks and dumps one in and the players battle for possession.
  2. Two offensive team jokers are below the goal line. They can only pass and have the puck for a max of 2".
  3. Play for twenty to thirty seconds and the offense must pass to a joker and get a return pass before scoring. Race out on the whistle and pass to the coach.
- Great game to work on puck support (role 2) and defensive support.(role 4)

\* A good additional rule is that the jokers must skate when they get the puck and not pass standing still. Jokers can pass to jokers.



## D200 with Jokers in the Middle

### **Key Points:**

Get open on transition to offense and cover pass receiver on transition to defense.  
Goalie control rebounds.

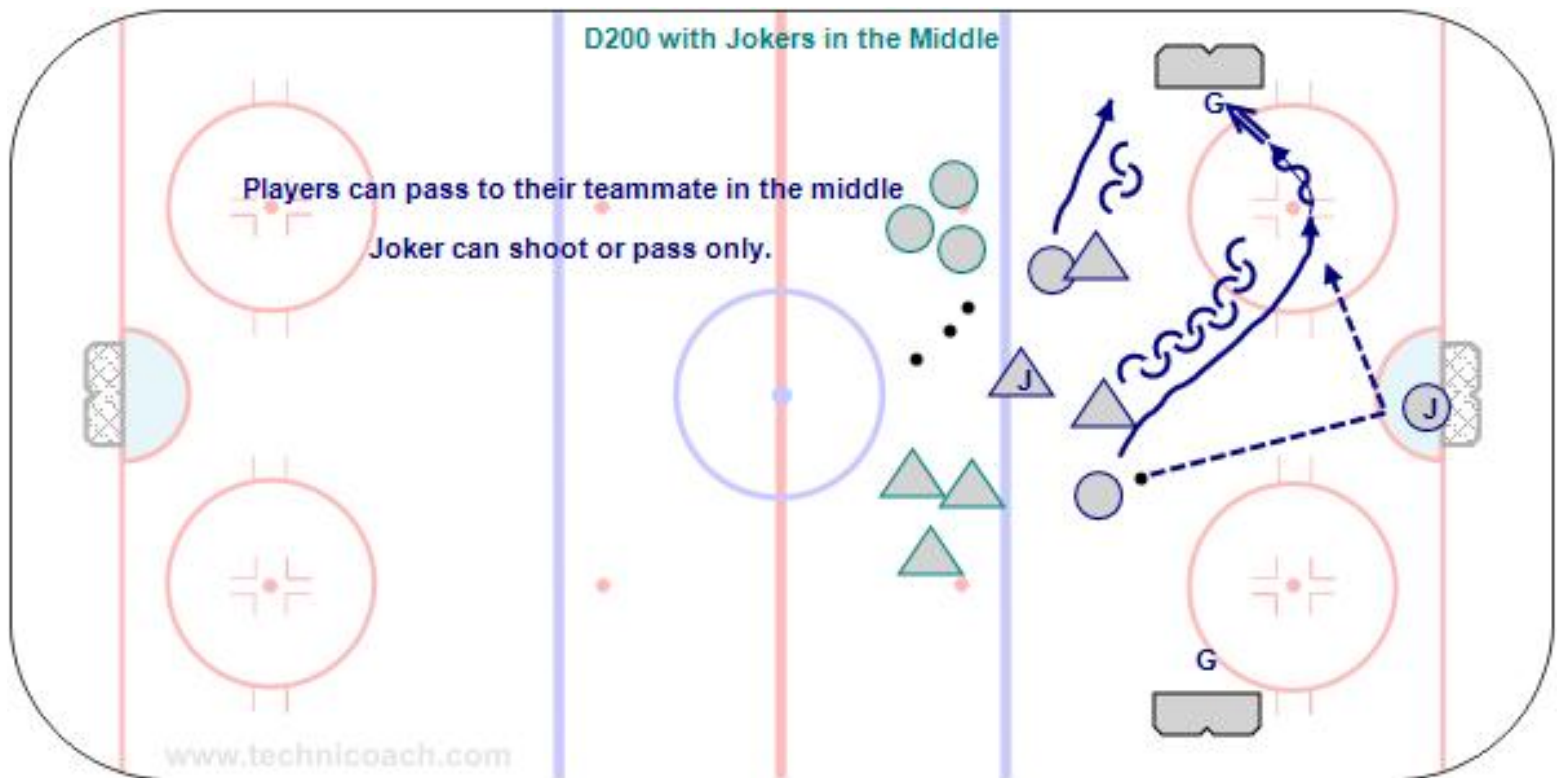
### **Description:**

- Play 15-25".

- Pass to the teammate in the middle who can only shoot or pass.

- Defense ignores joker and covers the pass receiver.

Game works on offensive (role 2) and defensive support (role 4) and has intense battles.



# D200 Multiple Puck Games

## Key Points:

Wally Kozak ran this game with many variations for about 20 minutes. The players loved it and worked really hard.

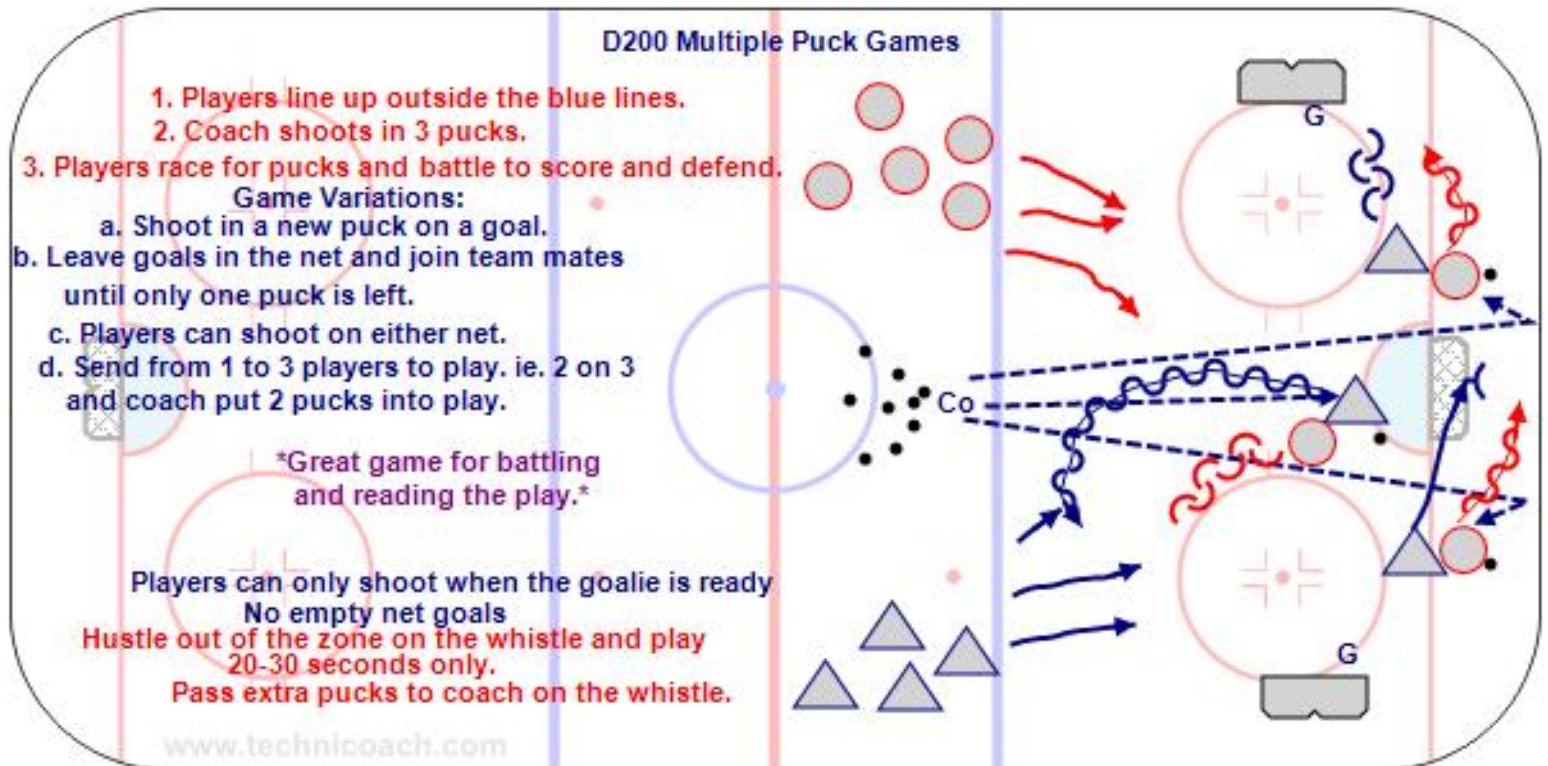
- Players can only shoot when the goalie is ready.
- No empty net goals.
- Hustle out of the zone on the whistle and play 20-30 seconds only.
- Pass extra pucks to coach on the whistle.

## Description:

1. Players line up outside the blue lines.
2. Coach shoots in 3 pucks.
3. Players race for pucks and battle to score and defend.

## Game Variations:

- a. Shoot in a new puck on a goal.
- b. Leave goals in the net and join team mates until only one puck is left.
- c. Players can shoot on either net.
- d. Send from 1 to 3 players to play. ie. 2 on 3 and coach put 2 pucks into play.



# D200 Straight on Angling Game

## **Key Points:**

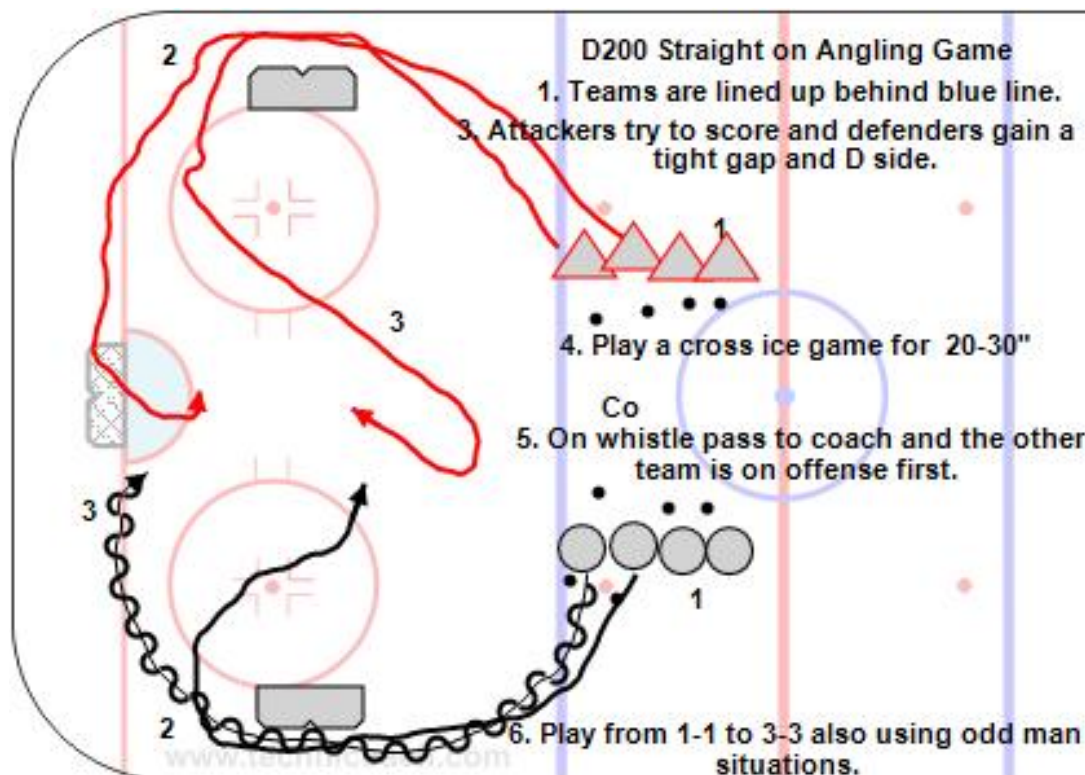
Both teams go behind their net on the whistle.

Defenders close the gap and maintain the defensive side.

## **Description:**

### D200 Straight on Angling Game

1. Teams are lined up behind blue line.
2. On the whistle each team skates behind their net.
3. Attackers try to score and defenders gain a tight gap and D side.
4. Play a cross ice game for 20-30"
5. On whistle pass to coach and the other team is on offense first.
6. Play from 1-1 to 3-3 also using odd man situations.





## D200 Swedish Cross Ice Game of 1-1

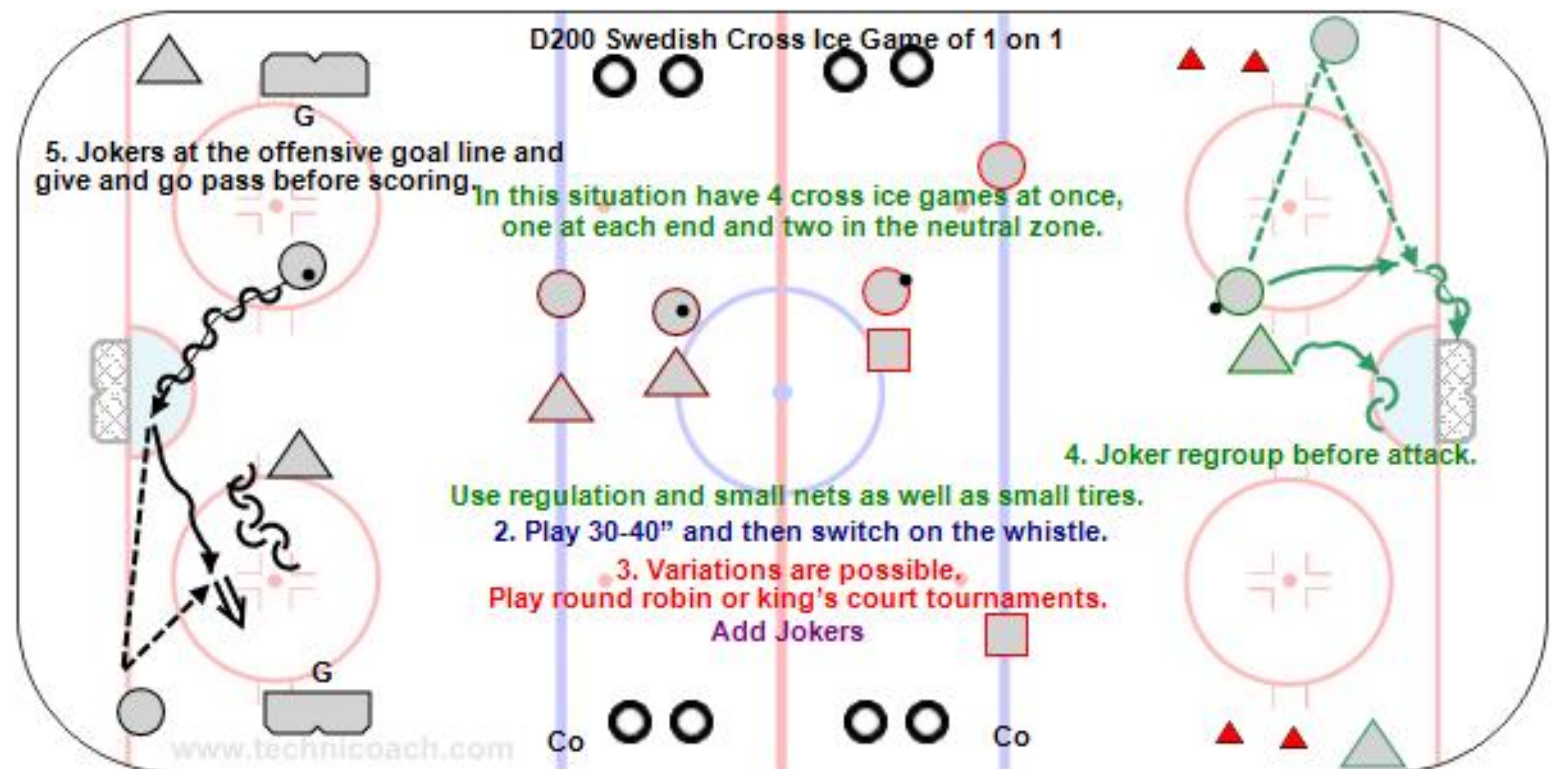
## Key Points:

Players use the moves in a game situation that they just practiced in drills. Encourage the players to be creative and remember that the key to stickhandling is to protect use the body to protect the puck. Sell the fakes to make the defender straighten his/her knees or turn or lunge for the puck and use this instant to go around them and then block their recovery with your body.

## Description:

1. Use regulation and small nets as well as small tires. In this situation have 4 cross ice games at once, one at each end and two in the neutral zone. This varies with the amount of players.
2. Play 30-40" and then switch on the whistle.
3. Variations are possible. Play round robin or king's court tournaments.
4. Add jokers, i.e. resting player at defending goal line and regroup when you get the puck
5. Jokers at the offensive goal line and require a give and go pass before scoring.

<http://hockeycoachingabcs.com/mediagallery/media.php?f=0&sort=0&s=2010041707210734>



## D200 With Jokers at Both Ends

### Key Points:

Regroups and give and goes are stressed.

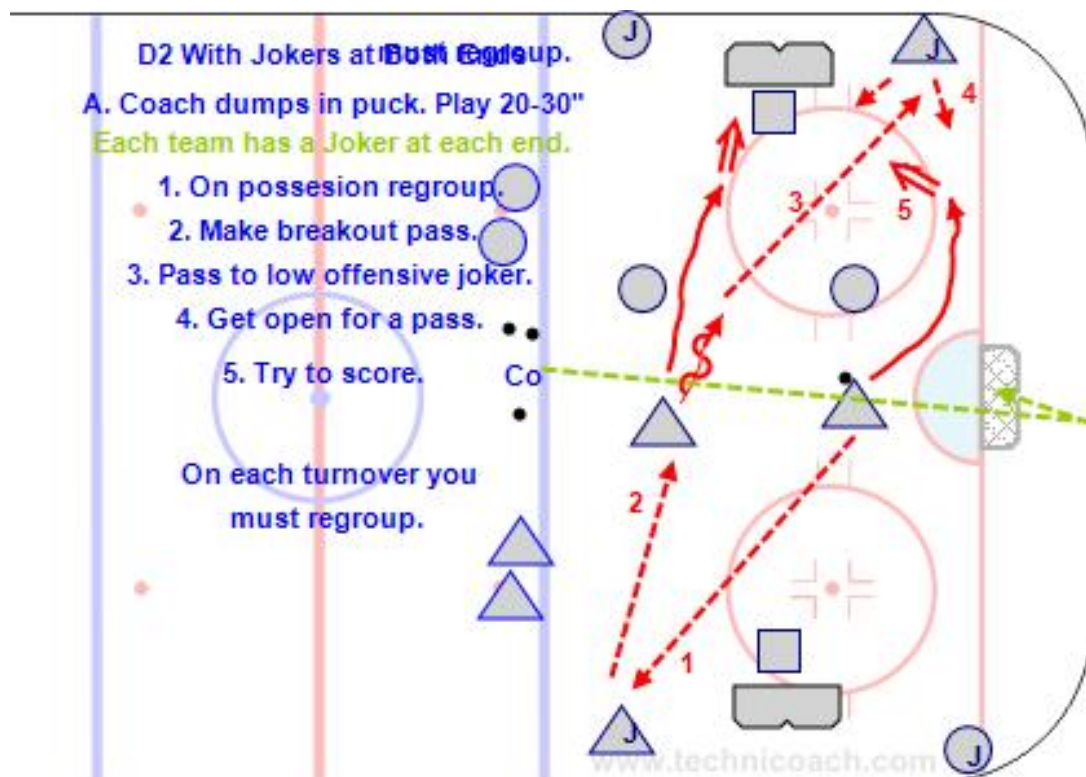
### Description:

Each team has a Joker at each end. You must regroup with your defensive joker when you gain possession on the puck and pass to the offensive joker before shooting.

A. Coach dumps in puck. Play 20-30"

1. On possession regroup.
2. Make breakout pass.
3. Pass to low offensive joker.
4. Get open for a pass.
5. Try to score.

On each turnover you must regroup.



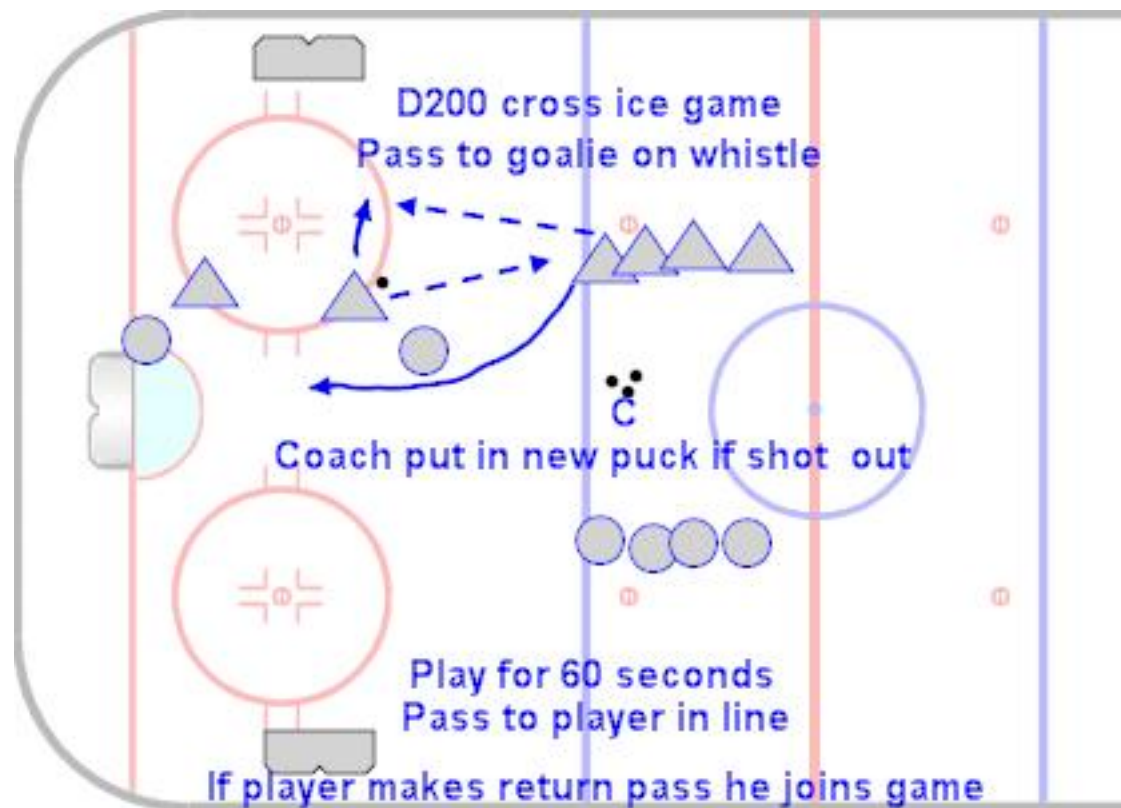
## D200 With Players Joining After a Give and Go

### Key Points:

Pass hard and get open for a return pass.

### Description:

1. Players are lined up either in two lines or along the blueline.
2. Coach dumps the puck in to start the game of 1 on 1.
3. When player with the puck give and go passes to a team mate he can join the game.
4. Play for 45-60 seconds before starting a new game.
5. Coach shoot in a new puck if the original puck is dumped out or a goal is scored.



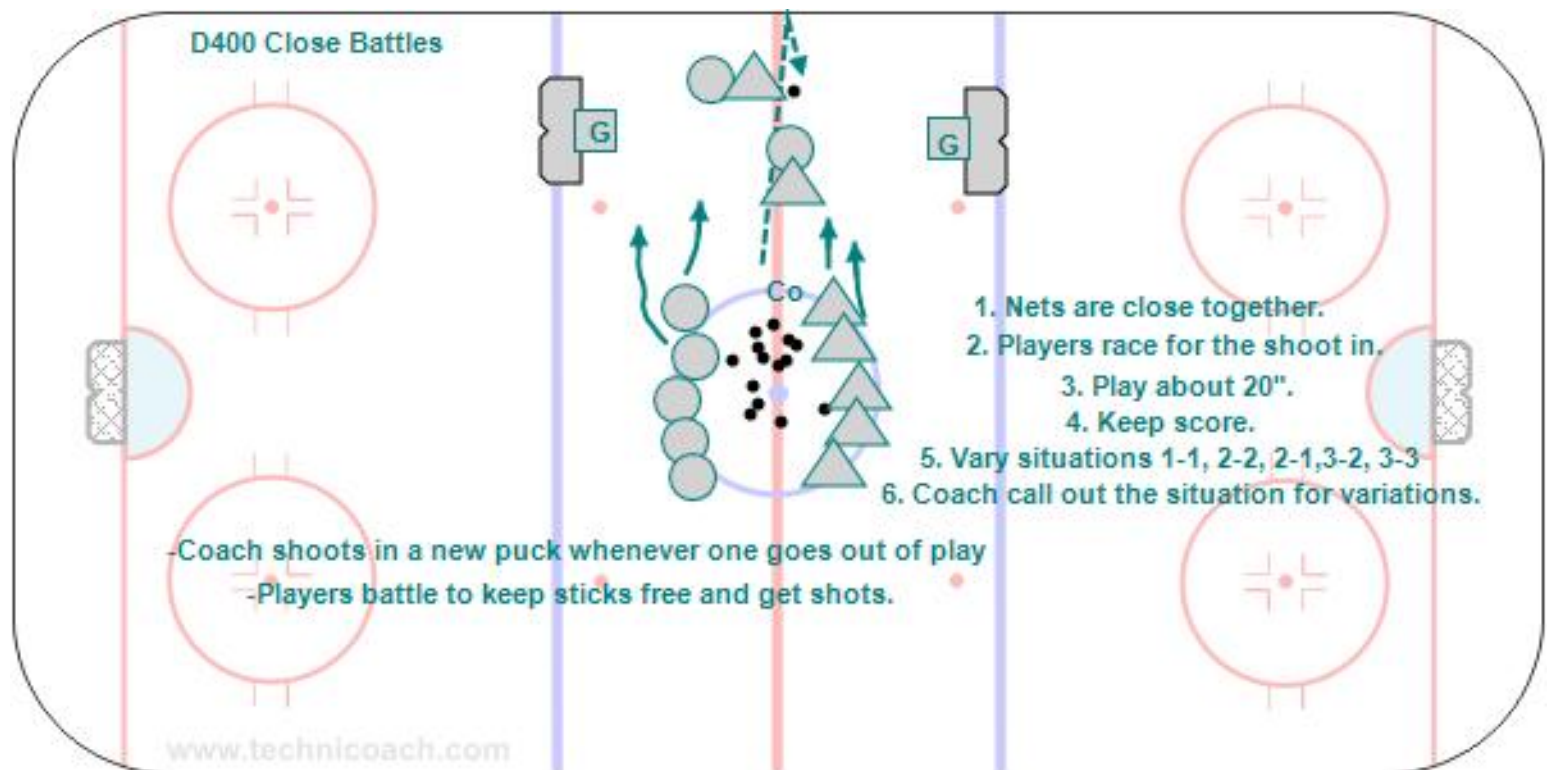
## D400 Close Battles

### Key Points:

- Coach shoots in a new puck whenever one goes out of play.
- Players battle to keep sticks free and get shots.

### Description:

1. Nets are close together.
2. Players race for the shoot in.
3. Play about 20".
4. Keep score.
5. Vary situations 1-1, 2-2, 2-1,3-2, 3-3.
6. Coach call out the situation for variations.





## D400 Games of 1-1 to 2-2 with Multiple Nets

### **Key Points:**

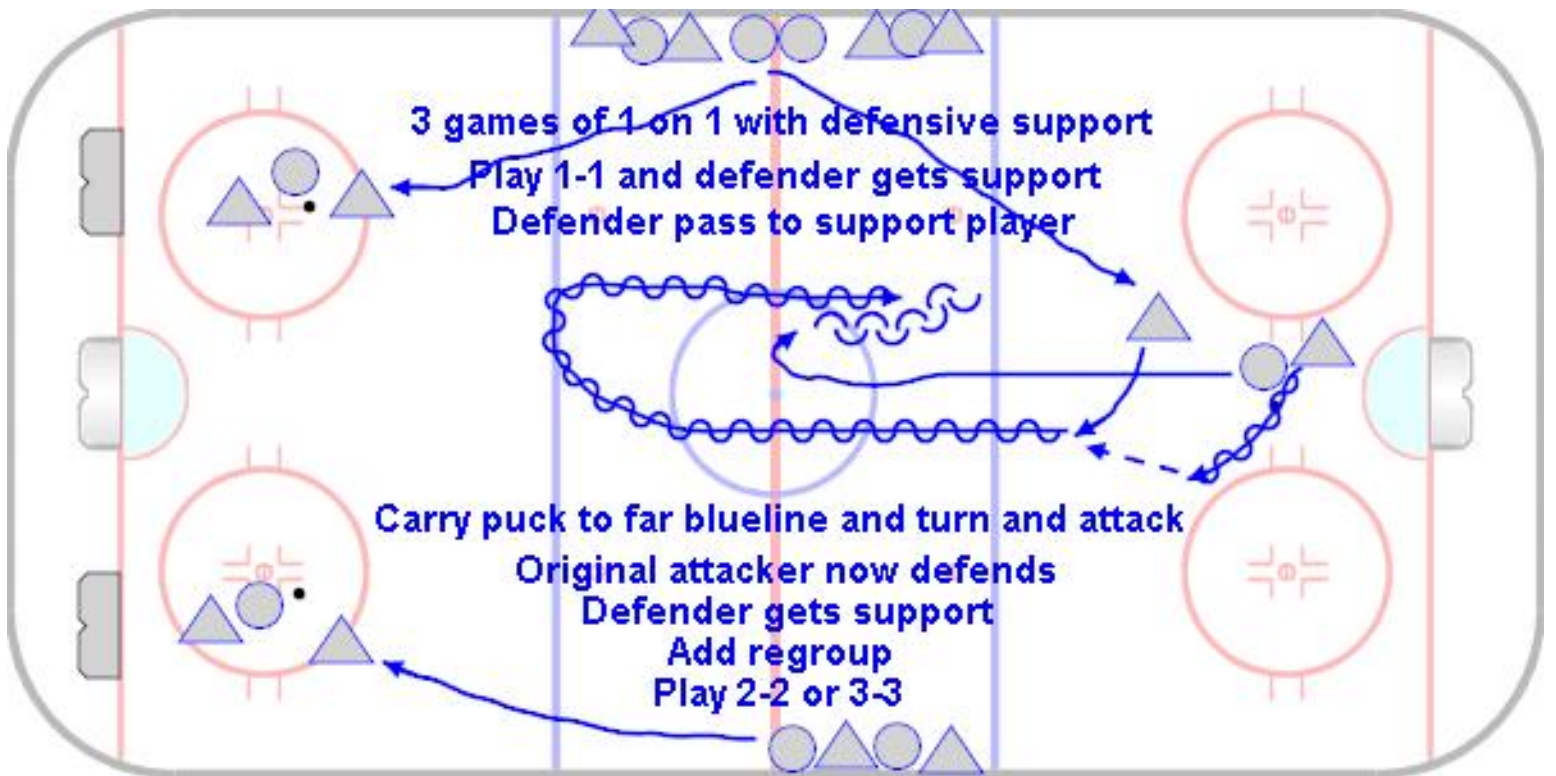
Sometimes you have many goalies. Here is a game that you can use up to 3 nets and work on the offensive and defensive principles and skills of 1-1, 2-1, 1-2, 2-2. I have used this formation with up to 4 nets in hockey schools, team tryouts and situations like I have now with 3 goalies.

### **Description:**

Players line up along the boards with the defensive teams player being first in line and the offensive player next.

1. Offensive player attacks 1-1 vs the defensive player.
2. New defensive player follows the attack and gives support (either active or passive depending on how long you want the original 1-1 to last)
3. On a turnover or a goal the supporting defender gets a pass or takes the puck out of the zone and turns back at the red line and attacks vs the original attacker. When the puck is out of the zone the original defender rests at the end of the line.
4. When the new attacker crosses the defender gets support from a teammate at the front of the line. Repeat.

This is a great game to progress from instructing how to play a defensive or offensive 1-1 and then putting it into a game situation. The rotation can even be used to practice team play with larger numbers when you only have a half ice practice. . i.e. a 3-2 and 3 new players support, one goes low to make it a 3-3 low while the other two are passive at the top of the circles. Breakout and turn back vs the original attacker 3-3 and have 2 support, next 3 support.



## D400 SAG, 1-1, 2-1, 2-2, 2-3, 3-3

### Key Points:

- Play in small areas for short shifts of 20-30 seconds.
- Focus on offensive puck protection and defensive net side with the stick on the puck and tight gaps.
- Attackers practice creating 2 on 1's, screening and picking while protecting their stick.

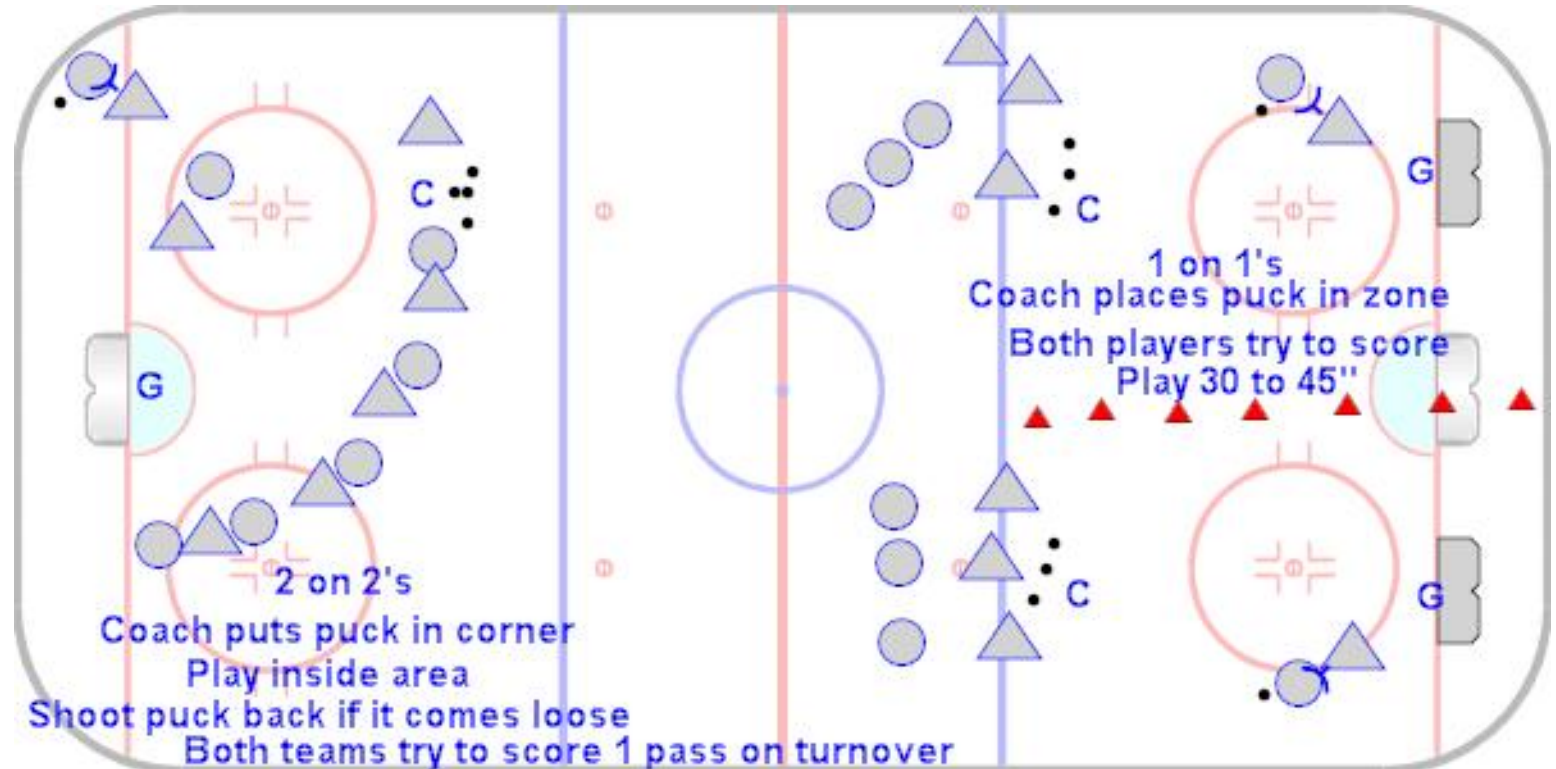
### Description

#### Game One:

1. Net is in the standard place and the extra players form a semi circle to keep the puck in play.
2. Play situations up to a 3-3.
3. Coach shoots the puck into the corner to start the game and the extra players do the same if the puck is checked to them.
4. Keep score and vary the situation by calling out i.e. "blue 2, white 1" and that many players go.

#### Game Two:

1. Divide the zone in half with one net at each side and play two games at once.
2. If the puck comes out the coach puts in another puck.
3. Play this game up to a 2-2 situation with short shifts of 20-30 seconds.



## D2 Coss Ice Game-Sweden

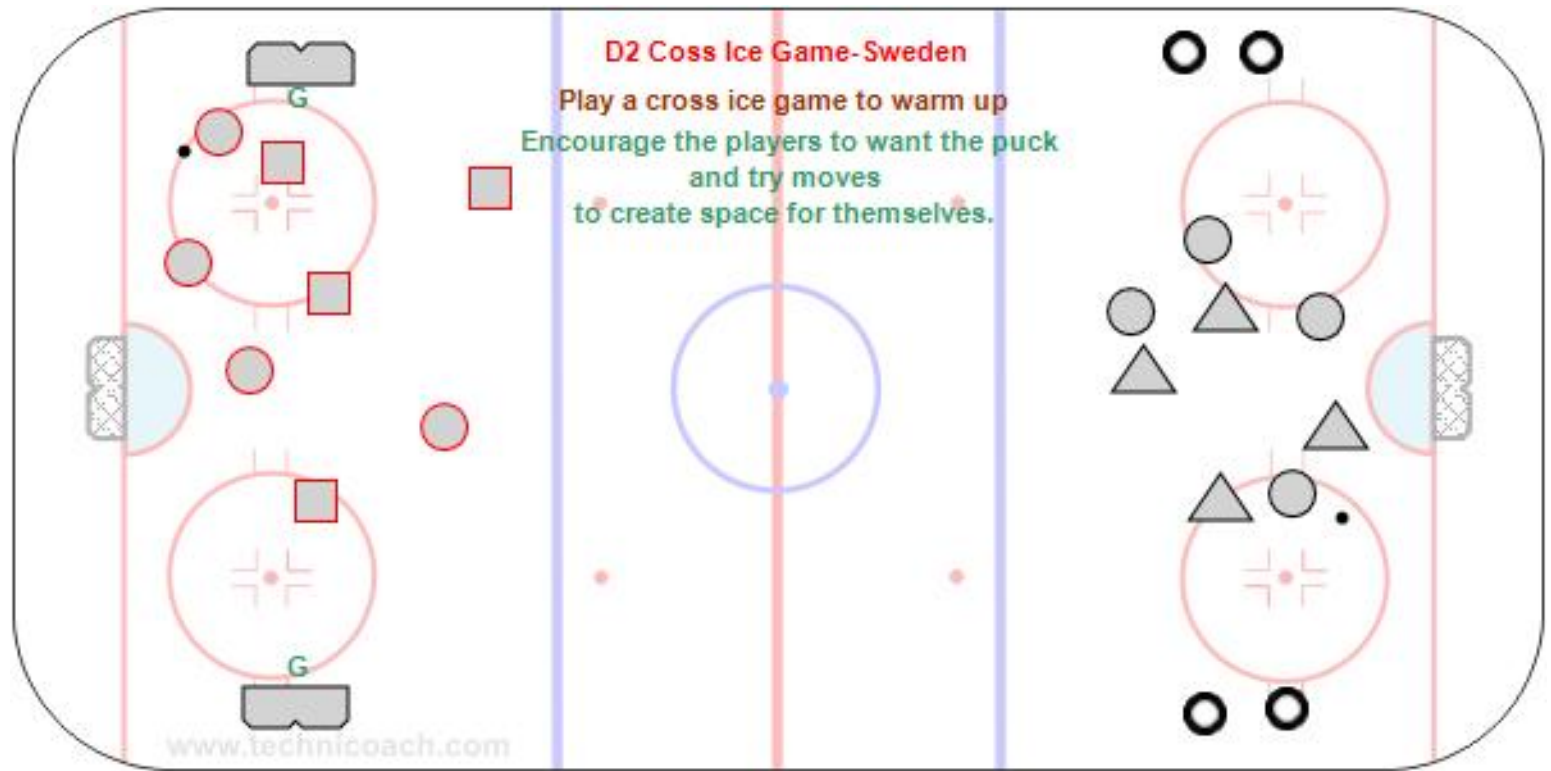
### Key Points:

Start practice with a game. Use full sized or small nets, tires, pylons for goals.

### Description:

Play a cross ice game to warm up. Encourage the players to want the puck and try moves to create space for themselves.

<http://hockeycoachingabcs.com/mediagallery/media.php?f=0&sort=0&s=20100414094539964>



## DT 100 Swedish Transition 1-1

## Key Points:

Players lined up in the neutral zone give passive support.

Practice making good moves to beat the defender. Defender stay on the defensive side all of the time.

## Description:

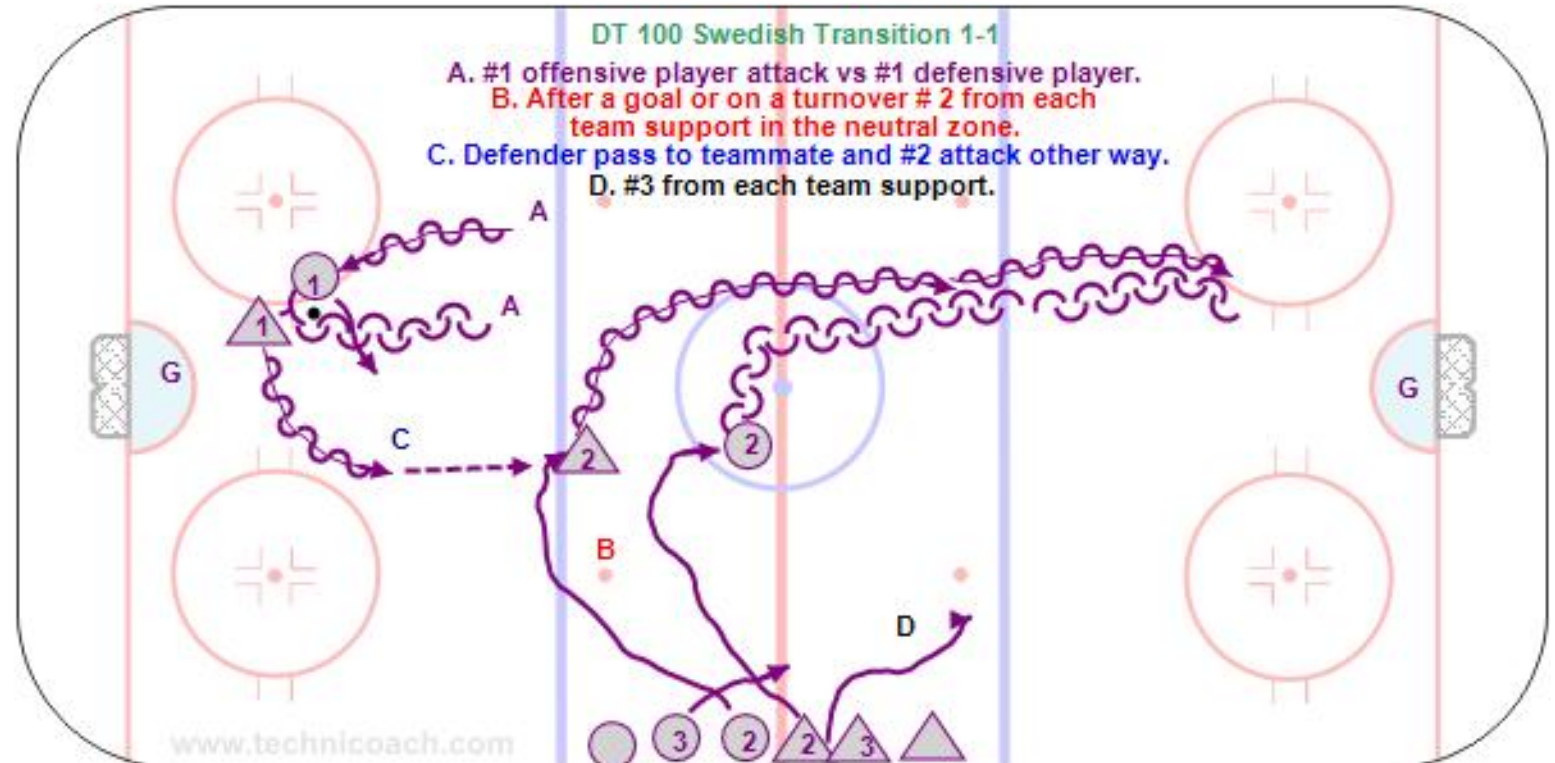
A. #1 offensive player attack vs #1 defensive player.

B. After a goal or on a turnover # 2 from each team support in the neutral zone.

C. Defender pass to teammate and #2 attack other way.

D. #3 from each team support.

<http://hockeycoachingabcs.com/mediagallery/media.php?f=0&sort=0&s=20100418084335301>





## D100 Total Hockey 1-1 to a 3-2

### **Key Points:**

The support can be either passive or active.

Once the new players are in the neutral zone the original players go back to line; unless a regroup is added.

### **Description:**

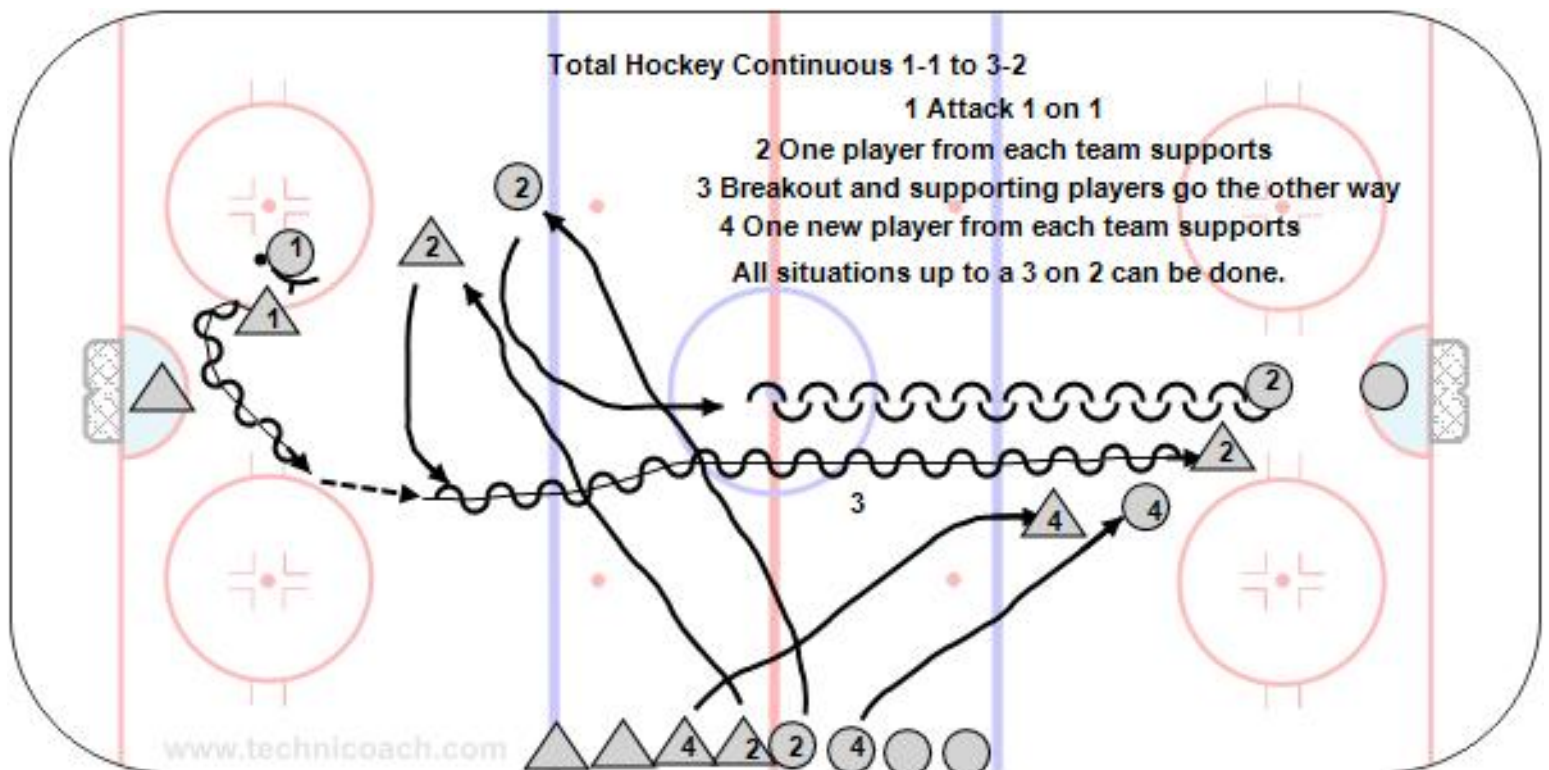
D100 formation along the boards in the nzone.

Start with a 1-1 and when the puck crosses the blue line each player gets support from the lineup on the boards.

Various situation up to a 3-2. i.e. A 2-1 thru the nzone with the defender getting 2 and attacker 1 supporting player makes a 2-1 in nzone and 3-3 at each end. Change the supporting players to create various situations.

Players learn to play in all situations offensive and defensive situations.

The game can also be played using designated positions.



# D100 Transition Game of Defend-Attack with Regroups

## **Key Points:**

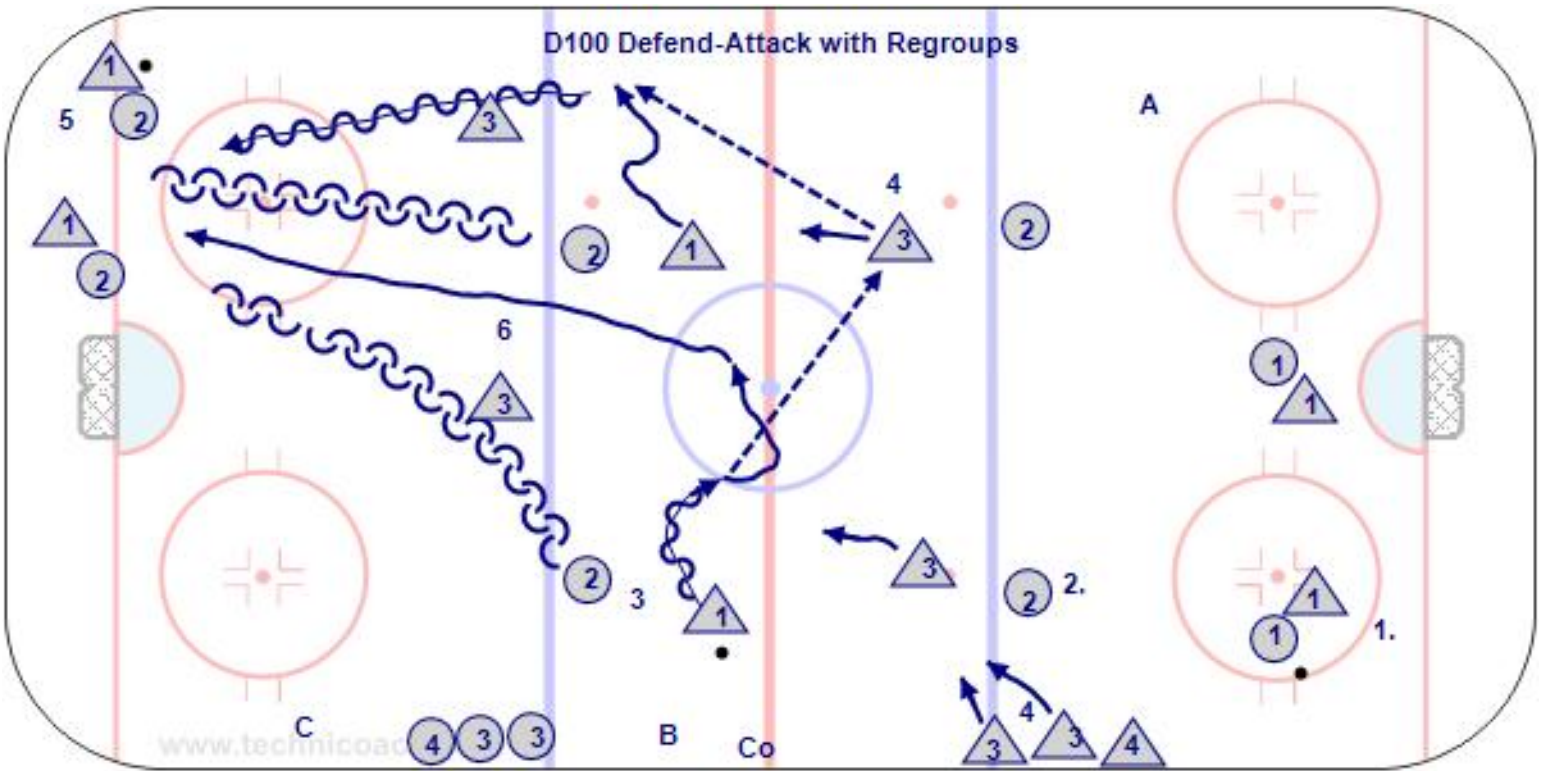
This is a great progression from the original transition game. The coach may blow the whistle to indicate a regroup. The offensive players pass back to the supporting players. They now line up behind the blue instead of red line. They may do a D to D or pass to the original players who should be on the wall and in the middle or maybe switching. Defenders must keep tight gaps instead of simply backing in.

If there is a turnover the defenders attack the other way vs the new supporting players.

Attacking team regroup with the new supporting players on the coaches whistle. Supporting point men stay at the point and only get the puck for one second before passing or shooting. they defend the breakout. Coach may or may not whistle.

## **Description:**

1. #1 offense attack vs# 2 on defense.
2. Attackers get support from teammates 2.
3. Breakout and attack 2-2 vs supporting point men.
4. If the coach blows the whistle regroup with 3 who follow the play.  
Continue with 2 new players supporting each rush.
6. #3 follow the play and supports from the blueline.
7. Try to score vs 2 the original pointmen.





## D100 Transition Game of Support, Defend, Attack, Rest

### Key Points:

This is a great full ice transition game to practice offense and defense in all three zones. I have done this the last 2 practices with my team and my skills group. The coach can decide what to focus on each time you do it. Instead of stopping the game talk to the players when they come back to the line. You can do this from 1-1 to a 3-3. I will put a modification that adds other nuances to the game at another date.

Point men only get one second with the puck to shoot or pass. Defenders cover the low players and ignore the pointmen.

### Description:

A. 1 and 2 attack vs a and b and are supported on the blueline by 3 and 4 The pointmen cannot go farther than the top of the circle. When the puck goes to the point a and b control the sticks of 1 and 2.

Attackers cycle, screen, tip, drive the net. Defenders work on low coverage and B.O.

B. When a and b breakout over the blueline 1 and 2 are finished and there is a 2 on 2 in the nzone with a and b attacking 3 and 4.

C. After the puck crosses the blueline c and d support a and b from the point.



# D100 Transition Game with D Joining the Attack and F Backchecking

## **Key Points:**

Many coaches have a 2 on 1 at one end and then another starts the other way with a new puck and the original players skate up the ice and join the play on offense and defense. This can be done in a transition game.

\* It is like the continuous 1-1 to 3-2 but the players get to be on both offense and defense.\*

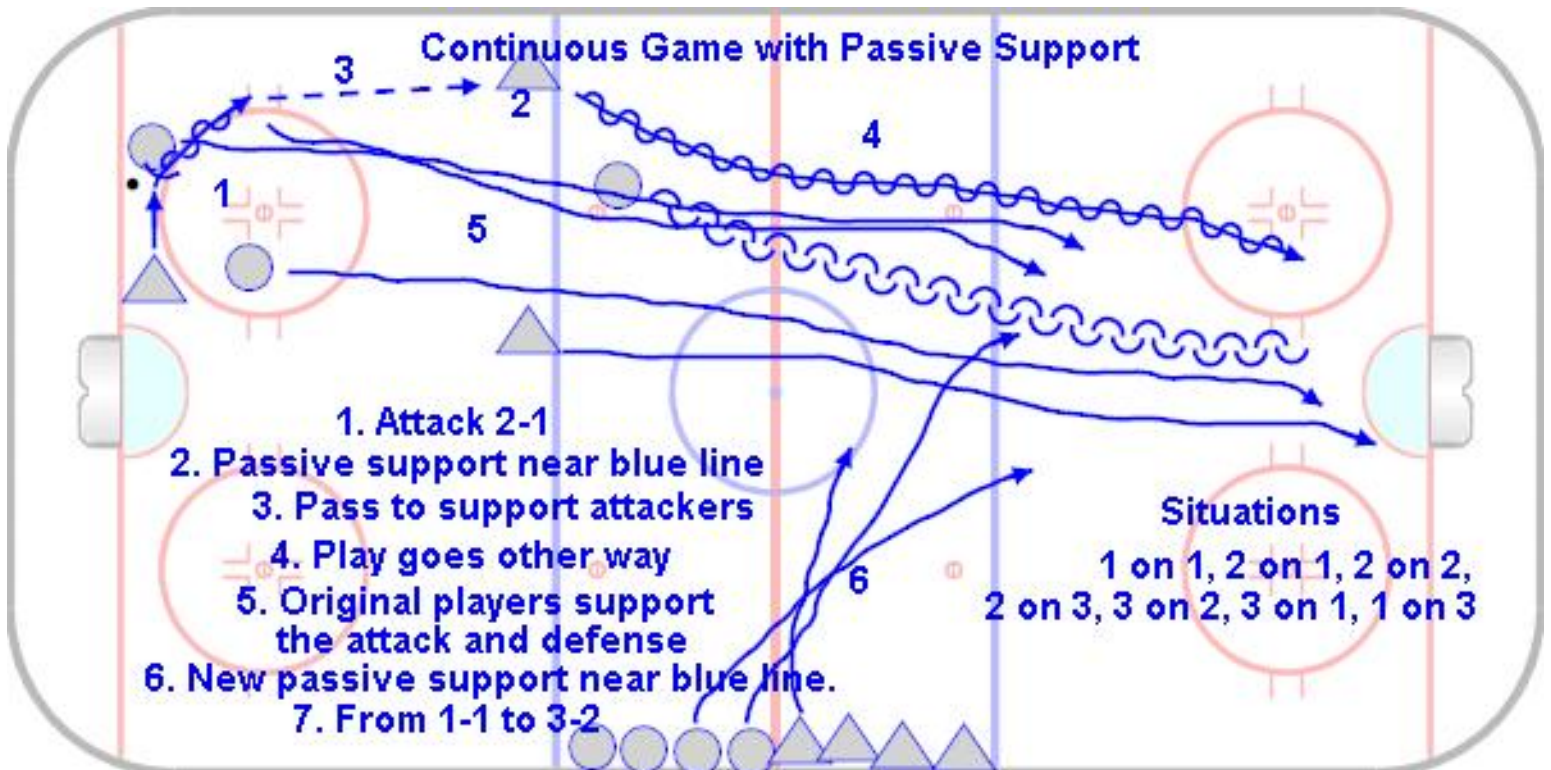
## **Description:**

Use one puck and have the new players on offense at the blue line and the new D a little farther back then they can attack when passed to.

2. The players who just were on O now backcheck and the players on D join the rush.

3. When they enter the zone the new players skate to the blue and are passive until they get the puck.

4. The players who have only gone down the ice once now reverse game playing roles and join the play at the other end.



## **D100 Transition Game with Defense Joining the Attack**

### **Key Points:**

The defender make a pass and jump into the play right away. The new defender has to realize that it is a late developing 2-1 and the attackers must make a play early before the defenders get support.

### **Description;**

- a. Start with #2 attacking vs #1.
  - b. #3 support on defense and #4 support the attack.
  - c. After a goal or a defensive breakout #3 attack vs #4.
  - d. The original defender #1 join the attack (#2 return to the lineup when the puck crosses the blue line.) This creates a 2-1 in the neutral zone.
  - e. #5 and 6 join the play after the attack crosses the blue line and actively play a 3-2. #6 play the offensive point position.
  - f. After a goal or breakout continue the flow with 5 vs 6 and 4 joining the rush.
- You can run this game with all players playing F and D or if you have D joining the F could line up on one side and the D on the other side in the nzone.

Starting with a 2-1 and two players supporting the D and one the attack would make a 3-3 on the original attack and a 3-1 in the nzone and a 4-3 in the offensive zone.

Starting with a 2-2 attack and the offense getting support from 2 D and the defense from 2 F it would make a 4-4 on the original attack. One D joining the rush makes a 3-2 in the nzone and a 5-4 at each end. (D stay up on the attack)

- a. #2 goes 1 on 1 vs #1
- b. #3 and #4 support from the side boards.
- c. #1 gains the puck and passes to #3
- d. #3 attacks vs #4 and #1 supports
- e. #5 and #6 join the play from the side boards

Full Ice Transition Game of 1-1 with Defenseman Jumping Into the Attack



## D100 2 on 2 with Regroup

### Coaching Comment

This is a great transition game to work on all four game playing roles in all three zones. You can focus on the offense, the defense, the regroup, boxing out, cycling, tying up sticks, creating offensive 2 on 1's, defensive communication etc. etc. All players attack and defend. The jokers support and must pass or shoot within a second and can't walk in. When the puck crosses the blueline they follow the play for a regroup pass and then into the attacking zone.

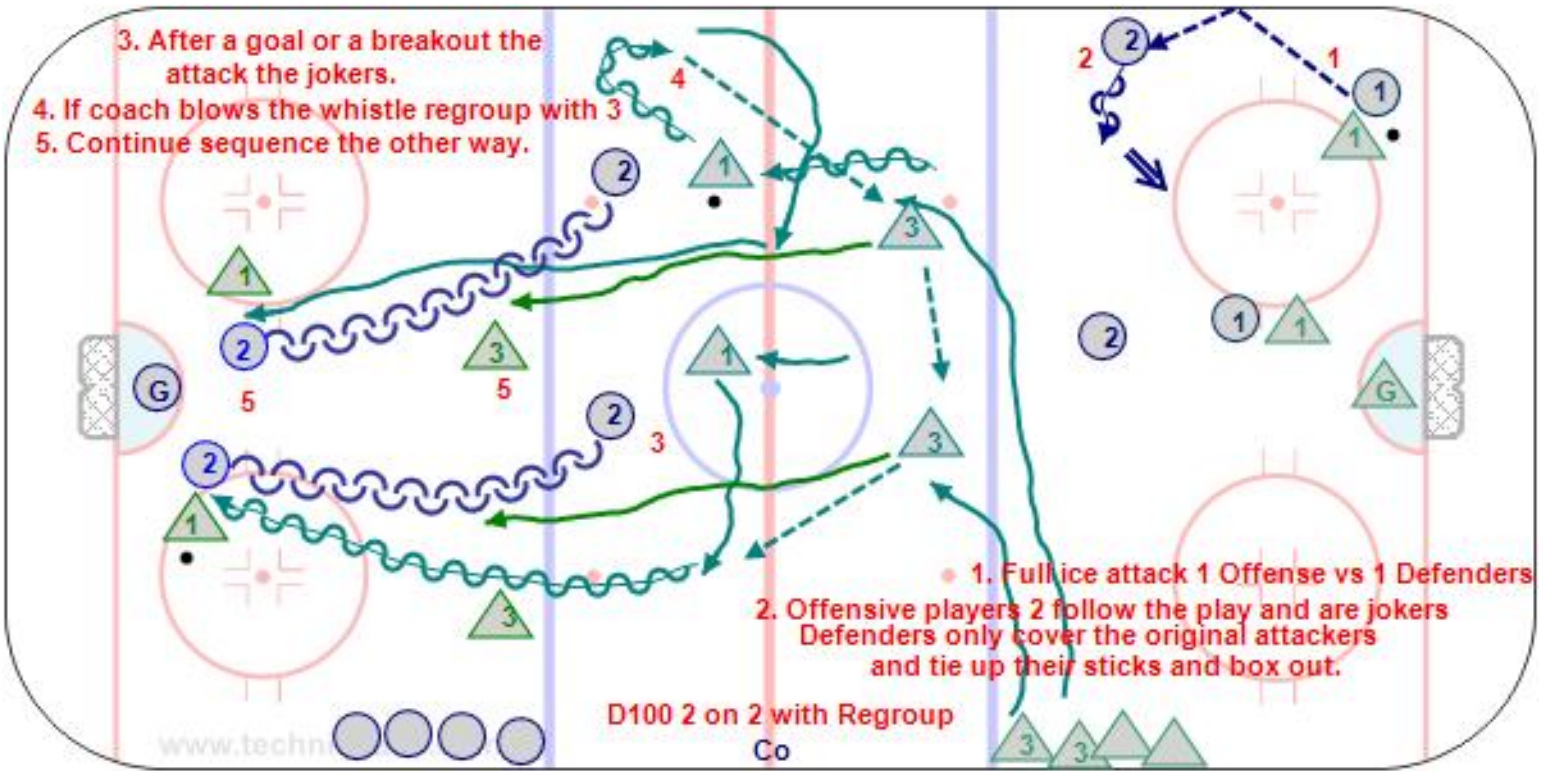
### Key Points:

Move through the neutral zone quickly and create a 2 on 1. Defenders talk to identify coverage. Line up in D100 Formation along the boards behind the bluelines at each end. Continuous flow game. Keep score. Vary the situations 1-1 to 3-3.

### Description:

1. Full ice attack 1 Offense vs 1 Defenders.
  2. Offensive players 2 follow the play and are jokers who can't skate in but must pass or shoot within 1 second. Defenders only cover the original attackers and tie up their sticks and box out.
  3. After a goal or a breakout the defenders 1 attack the jokers.
  4. Create an offensive 2-1 on a wide defender. If coach blows the whistle regroup with 3 who follow the play thru the nzone.
  5. 1 finish the attack and try to score while 3 follow the play and support.
- \*Coach can change the situation from 1-1, 1-2, 2-1, 3-2, 3-3 or add a dump in to work on the forecheck or rules like goals must come from plays below the goal line to work on the cycle or low coverage.





# D100 Transition Game with Forward Backchecking

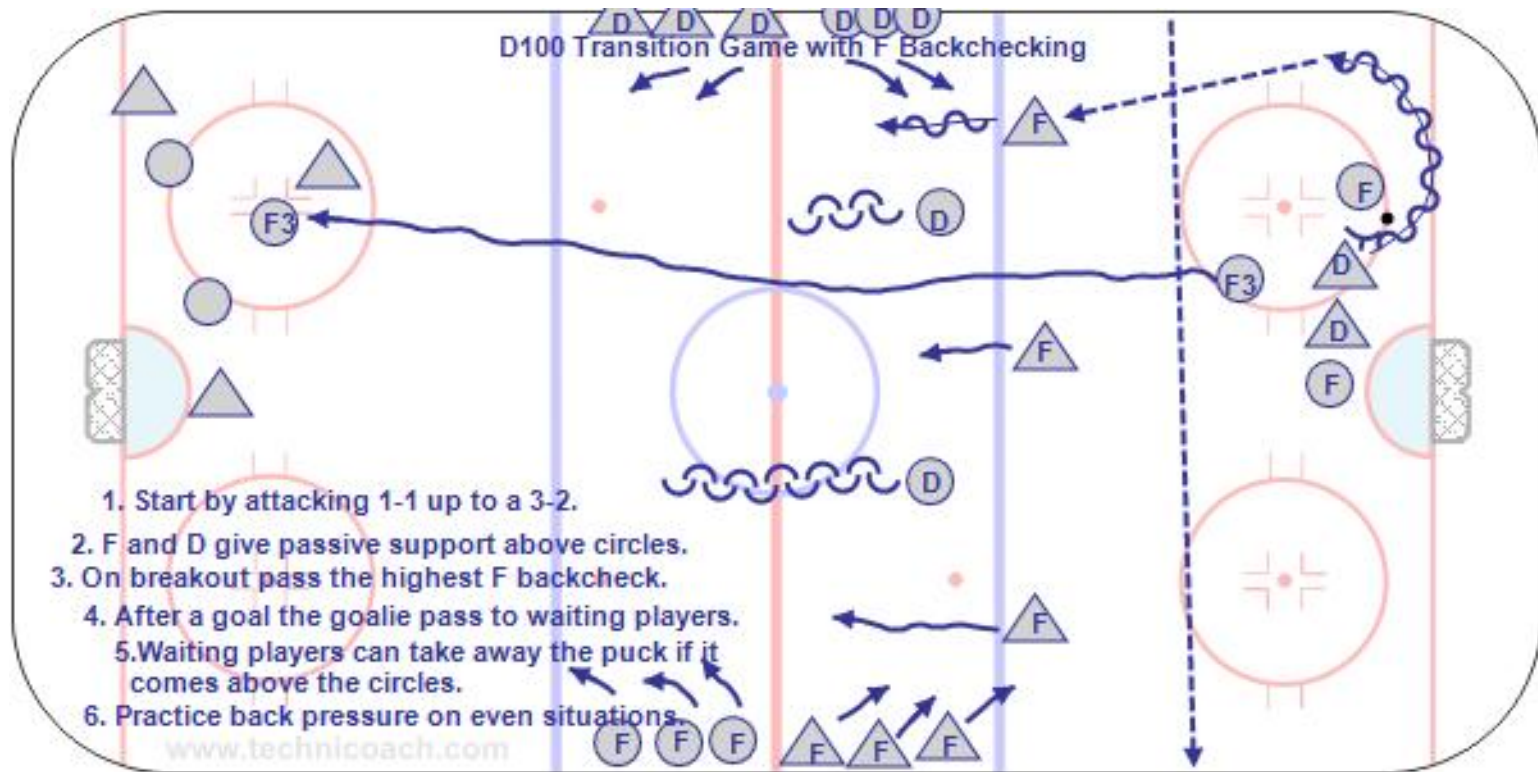
## Key Points:

The highest attacking F backcheck and backpressure the puck thru the nzone.

## Description:

D100 Full Ice

1. Start by attacking 1-1 up to a 3-2.
2. F and D give passive support above circles.
3. On breakout pass the highest F backcheck.
5. Waiting players can take away the puck if it comes above the circles.
6. Practice back pressure on even situations.



# D400 3 on 3 Transition Game of Attack-Defend-Breakout-Rest

## **Key Points:**

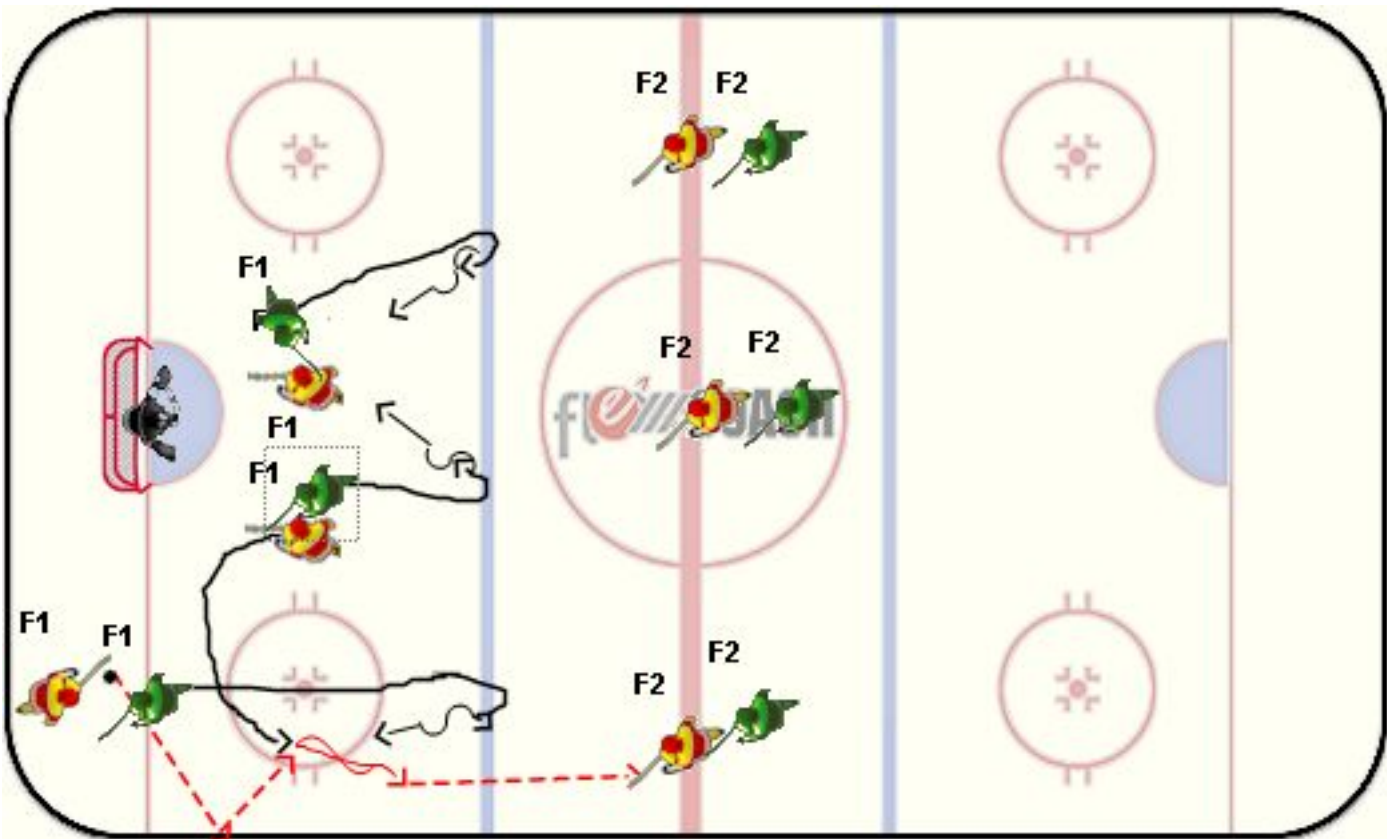
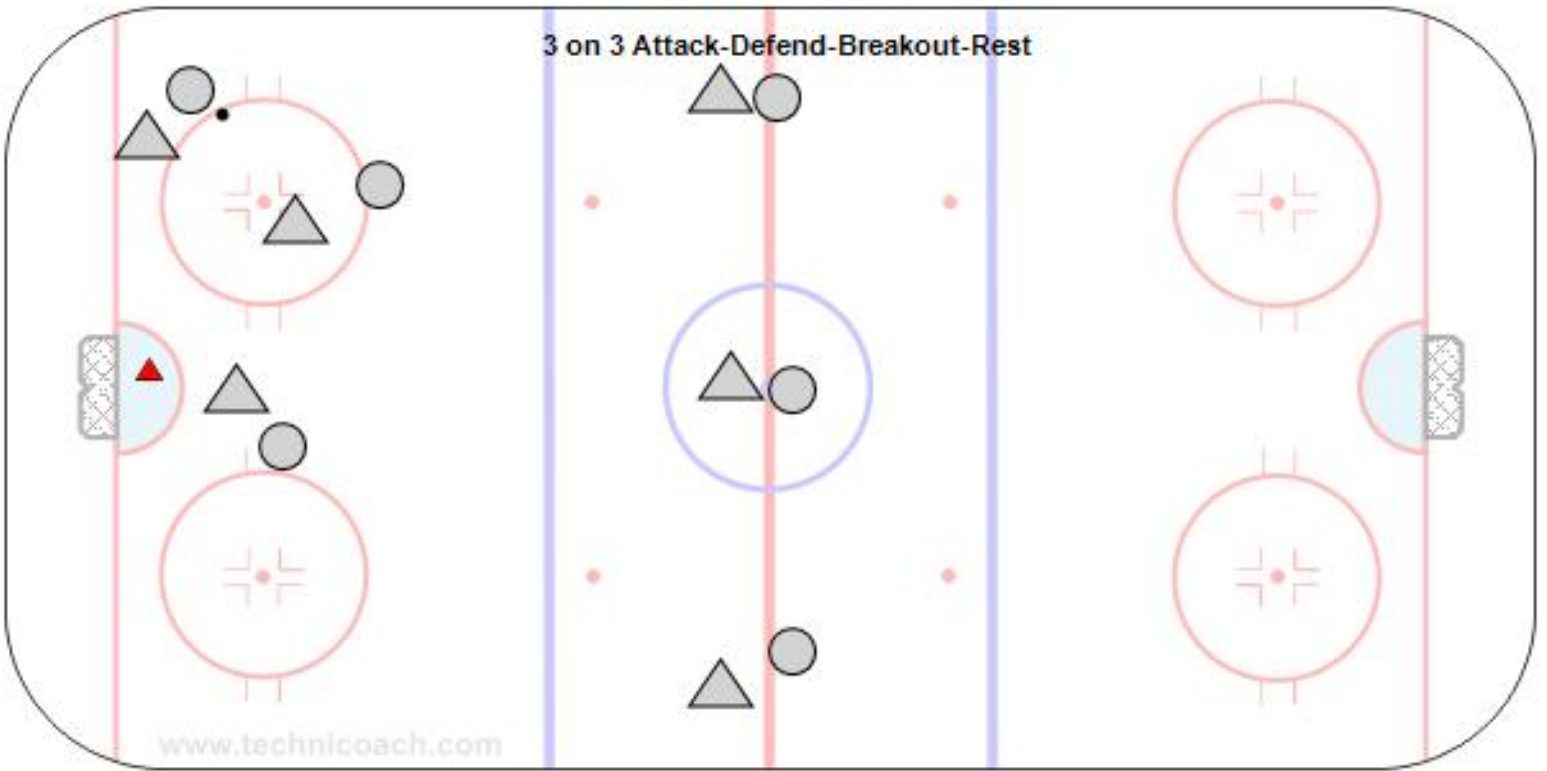
This is a great transition game to practice cycling, low zone coverage and use all of the individual offensive and defensive skills of hockey.

Create offense by cycling, crossing etc. and play man to man defense. To add more intensity play a timed game and keep score or play to a certain amount of goals. i.e. first team to 3 wins.

## **Description:**

- 3 players attack and 3 defend (it could be any number or odd man situations)
- The attacking team tries to score and the defending team must get it over the blue line in complete possession or the attack continues.
- If the puck is dumped out it is a loose puck and the offense can regain it or defense make the pass.  
Offsides are called and the other team gets the puck.
- The players on the defending team wait for the puck in the neutral .zone. If there is one game going on wait behind the red line. If two games or a half ice practice then wait within a stick length of the red line.
- \*Rule modifications can be added in order to create situations. i.e. dump and chase, only forehand passes, only one timers etc.





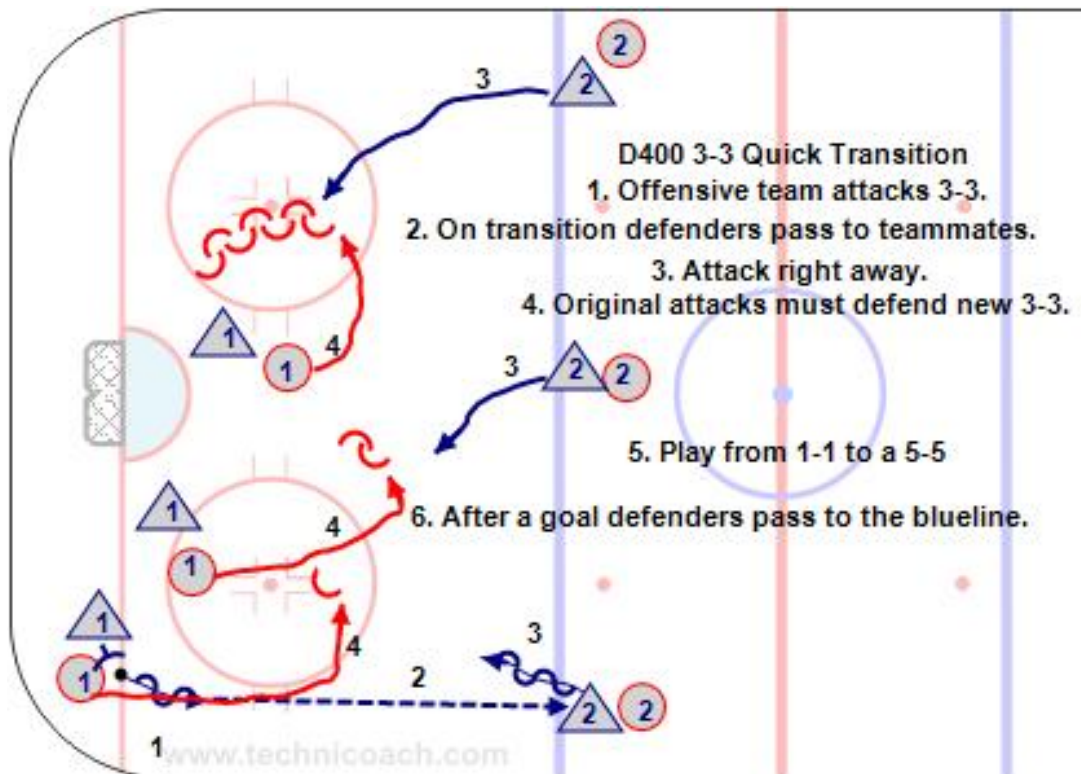
## D400 - 3 on 3 Quick Transition Game

### Key Points:

The resting players attack right away when they get a pass and the original attackers must communicate and cover one attacker each.

### Description:

1. Offensive team attacks 3 on 3. It can be 1-1, 1-2, 2-1, 2-2 or 2-3 also if the coach wants to practice these situations. Upt to 5-5 is possible.
2. On transition to offense the defenders pass to their teammates waiting behind the blue line.
3. Attack right away (don't have to wait for teammates to get onside in this game.)
4. Original attackers now defend and communicate with each other on how to stop the attack.
5. After a goal the defenders is allowed to pass to the new attackers.



# D400 Regroup Transition Game

## **Key Points:**

This transition game works on all 4 playing roles. It is a great way to teach the nzone regroup if the players regroup with the coach. Progress to regrouping with the players who follow the play into the zone. Insist on facing the puck, giving a target and making the breakout easy for the defenders. In the zone you can focus on the attack or defending principals. This is a great game when you only have one goalie. If two goalies they can alternate defending.

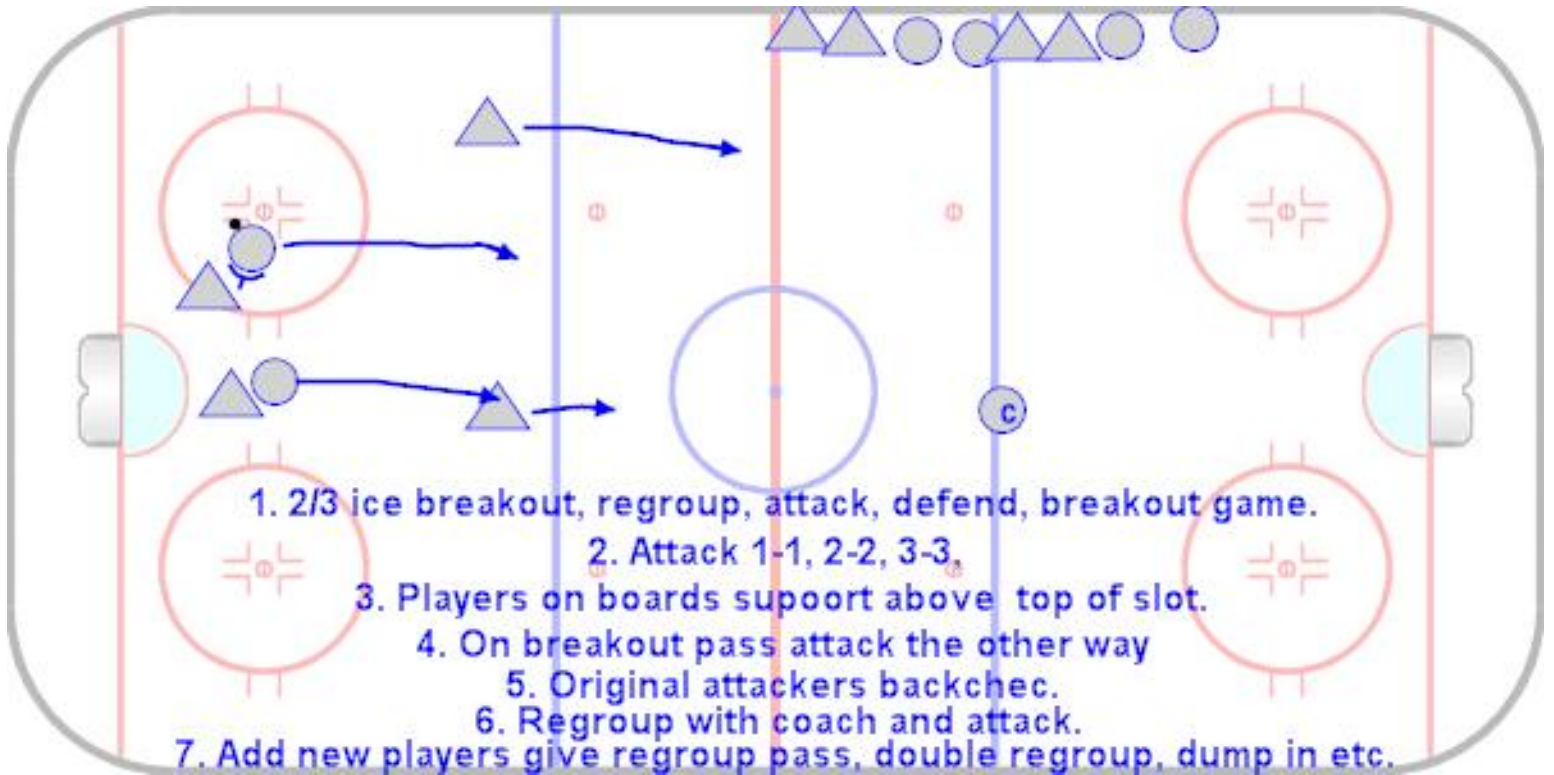
## **Description:**

The players can be lined up in the order they go or better in the C3 formation with one team on each side behind the blueline.

1. 2/3 ice game of Attack-Defend-Breakout.
2. Attack 1-1, 2-2, 3-3 or in an odd number situation.
3. Player in line follow the play and give passive support above the circles to the defending team.
4. Attackers try to score and defenders defend. On a goal or after a breakout is made to the supporting players they go in the other direction.
5. Original players backcheck through the nzone and prepare to defend.
6. Regroup with one or two coaches and give good support filling each lane.
7. Coach pass to the regrouping players who now attack the original end vs the original attacking players. The original defenders go back to the lineup.

## Options:

- regroup a second time.
- to practice the forecheck dump the puck in.
- next supporting players take the regroup pass instead of the coaches and pass to the other team and then follow the play.
- practice the full ice breakout by dumping the puck in instead of passing to the coach or players.
- odd man situations.



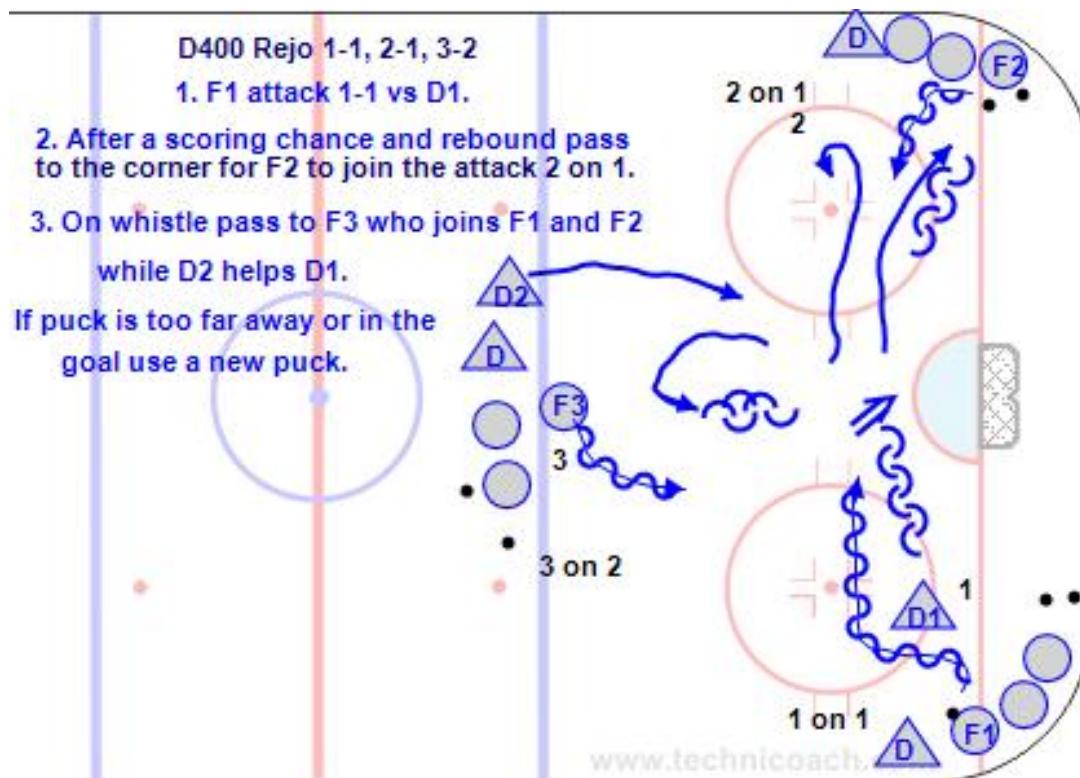
## D400 Rejo 1-1, 2-1, 3-2

### Key Points:

Play tight gaps and talk on defense.

### Description:

1. F1 attack 1-1 vs D1.
  2. After a scoring chance and rebound pass to the corner for F2 to join the attack 2 on 1.
  3. On whistle pass to F3 who joins F1 and F2 while D2 helps D1.
- If puck is too far away or in the goal use a new puck.





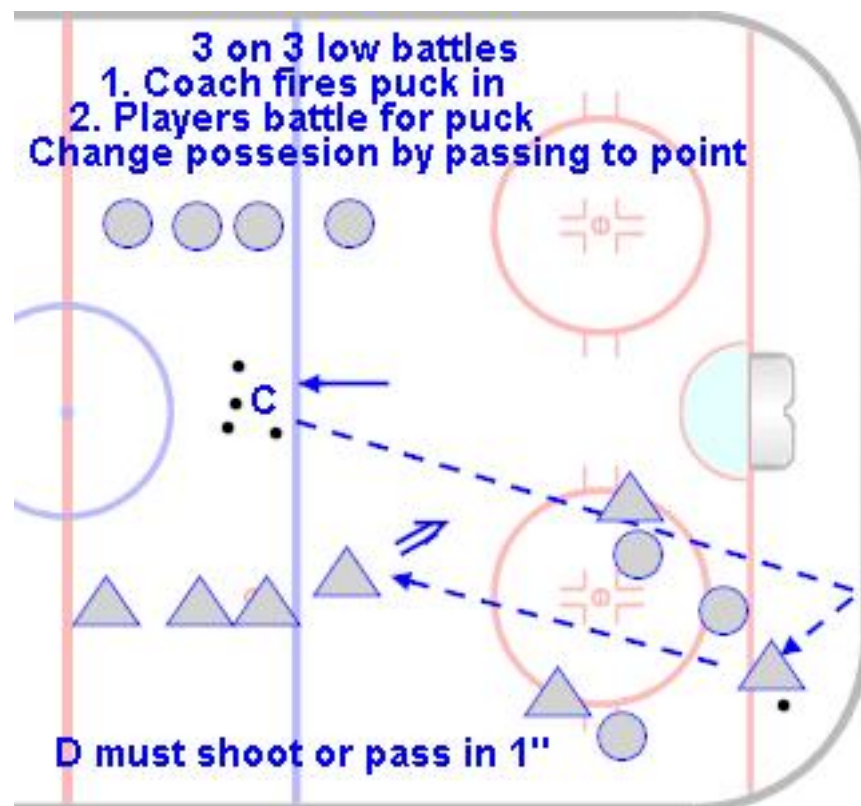
## D400 Transition Game of Low Battles with Point Support

### Key Points:

Great game to practice cycling, going to the net, screening, tipping, point shots, shot pass, one timers on offense. On defense you have the low zone coverage and communication skills. As well as individual techniques like sealing the stick to the outside, tying up sticks, boxing out, switching, all from the defensive side.

### Description:

1. One team is lined up behind each faceoff dot. From one to three players leave at a time.
2. The next player in line plays the joker at the point and must pass or shoot within a second. Defenders do not check the joker as he can't go in and score.
3. The coach dumps the puck in or shoots on net and the teams race for the puck. Whoever gets the puck can shoot right away.
4. When the defending team gets the puck they must pass to their joker at the point to transition to offense.
5. If the puck is shot out of the zone the coach passes to the non offending joker.
6. Play 20-30" and on the whistle the players pass to the coach and skate hard out of the zone before the coach shoots a new puck in.



## D400 The Best Player Win Game

### Key Points:

- Battle hard for the puck.
- Protect the puck.
- Get a shot and fight for the Rebound.

### Description:

1. Players line up outside the blueline. They can be in 3 teams and keep score or just everyone vs everyone.
2. Coach fires the puck in and whoever gets the puck tried to score vs the other two.
3. If another player gets the puck he tries to score; including rebounds.
4. On whistle pass back to the coach and race out.
5. 20-30 second shifts.

