

# Skill Progressions for Player And Coach Development



A Publication Of The USA Hockey Coaching Education Program

The USA Hockey Coaching  
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Is Presented By



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**USA Hockey, Inc.**

**Skill Progressions  
For  
Player And Coach Development**



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Dick Emahiser	Dave Peterson
Mike MacMillan	Lou Vairo
Bob O'Connor	Matt Walsh

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Mark Tabrum  
Director, Coaching Education Program

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## AREAS OF SKILL PROGRESSIONS

- ▶ Knowledge
- ▶ Goal Setting
- ▶ Individual Hockey Skills
- ▶ Team Play
- ▶ Nutrition
- ▶ Fitness and Training
- ▶ Injury Prevention
- ▶ Sports Psychology
- ▶ Character Development and Life Skills

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## PLAYER AND COACH SKILL PROGRESSIONS

The following statement emphasizing the importance of skill progressions has been developed by USA Hockey's Coaching Program and Curriculum Advisory Group:

*We believe that all players and coaches who aspire to have a successful experience in hockey should have personal goals to acquire each of these skills.*

Our purpose in collecting and listing these specific skill progressions is to help players and coaches understand the scope of skills and abilities that are required in hockey. The list for players has been divided by age classifications: 8-and-Under (Mite), 10-and-Under (Squirt), 12-and-Under (Pee Wee), 14-and-Under (Bantam), 16-and-Under (Midget) and 18-and-Under (Midget). The section for coaches has been divided into levels of coaching education components.

You should use these skill progressions as a guide rather than an absolute standard for development.

Sportsmanship, enjoyment, recreation and competition are the major focus of the skill progressions for youth hockey. USA Hockey-recommended skill progressions encourage an environment in which youth players can learn the basic skills, master these skills and have fun while developing a life-long interest in hockey.

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## 8-AND-UNDER (MITE) SKILL PROGRESSIONS

At the 8-and-Under (Mite) level, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - off-sides
  - icing
2. Common Infractions
  - unsportsmanlike conduct
  - body checking
  - cross checking
  - checking from behind
  - holding
  - high sticking
  - tripping
3. Penalties
  - minor
  - major

### **Goal Setting**

Players should:

1. Establish specific and measurable performance goals that are written, shared with coaches and parents, and revised on a regular basis to promote development.  
**Example:** To develop passing and receiving. Be able to execute five good passes and receive five passes (forehand and backhand).
2. Divide performance goals into two categories:
  - practice
  - game

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## **Individual Hockey Skills**

Players must learn and master:

1. Skating
  - edge control
  - ready position
  - forward start
  - forward stride
  - control stop (two-foot snowplow, one-foot snowplow)
  - backward skating
  - backward stop
  - control turn
  - forward crossover
2. Puck Control
  - lateral dribble
  - forward-to-backward dribble
  - diagonal dribble
  - attacking the triangle
  - forehand shift
  - accelerating with the puck
3. Passing and Receiving
  - forehand
  - backhand
  - receiving (stick)
  - eye contact
4. Shooting
  - wrist
  - backhand
5. Checking
  - poke check
  - hook check
  - lift the stick check
6. Goalkeeping
  - basic stance
  - parallel shuffle
  - lateral t-glide
  - forward and backward moves

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- stick save
  - body save
  - glove save

### **Team Play**

Players must understand and learn:

1. Offense
  - positional offense
  - offense in the offensive zone
  - offense in the defensive zone
2. Defense
  - territorial defense
  - one-man forechecking
  - basic defensive zone coverage

### **Nutrition**

Players should:

1. Understand the importance of proper hydration before, during and after all practices and games.
2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.
3. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.

### **Fitness and Training**

Players should learn:

1. warm-up exercises
2. cool down exercises
3. stretching exercises
4. flexibility exercises
5. agility exercises
6. eye-hand coordination exercises
7. fun games
8. relays



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## **Injury Prevention**

Players should be introduced to:

1. Heads Up Hockey program
2. the importance of warming up, cooling down and daily stretching

## **Sports Psychology**

Players should be taught to:

1. Understand the difference in being relaxed and tense.
2. Understand that making mistakes is common and a part of sports.

## **Character Development and Life Skills**

Players must learn :

1. they are part of a team
2. to have respect for their teammates, coaches. opponents, officials and parents
3. team rules
4. self control and discipline
5. to always try their best
6. respect for authority
7. the importance of a strong work ethic
8. commitment to a team

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## 10-AND-UNDER (SQUIRT) SKILL PROGRESSIONS

At the 10-and-Under (Squirt) level for boys and girls, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - face-offs
  - off-sides
  - icing
  - checking from behind
2. Common Infractions
  - unsportsmanlike conduct
  - body checking
  - checking from behind
  - cross checking
  - charging
  - elbowing
  - falling on the puck
  - high sticking
  - holding
  - hooking
  - interference
  - tripping
3. Penalties
  - minor
  - major
  - match

### **Goal Setting**

Players should:

1. Establish specific and measurable performance goals that are written, shared with their coaches and parents, and revised on a regular basis to promote development.

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**Example:** To develop game and rink awareness during practices and games. Be on-side for all rushing drills during practice as well as all offensive rushes during a game.

2. Divide performance goals into two categories:
  - practice
  - game
3. Be able to engage in evaluations of your performance at practices and games. Re-adjust game and practice goals based on those evaluations.

### **Individual Hockey Skills**

Players must learn and master:

1. Skating
  - edge control
  - ready position
  - forward start
  - forward start right/left
  - forward stride
  - control stop
  - one-foot stop
  - backward skating
  - backward stop
  - control turn
  - forward crossover
  - backward crossover
  - mohawk
  - lateral skating
2. Puck Control
  - lateral side-to-side dribble
  - forward-to-backward dribble
  - diagonal dribble
  - attacking the triangle
  - forehand shift
  - backhand shift

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- change of pace
  - puck protection
  - give and take
  - accelerating with puck
3. Passing and Receiving
    - forehand
    - backhand
    - flip - saucer pass (forehand and backhand)
    - receiving (stick)
    - receiving (skate)
    - indirect (board) pass
  4. Shooting
    - wrist
    - backhand
    - flip
    - screen and deflection
    - rebounding
  5. Checking
    - poke check
    - hook check
    - lift the stick check
    - covering
    - gap control concept
    - body positioning - angling
  6. Goalkeeping
    - basic stance
    - parallel shuffle
    - lateral t-glide
    - forward and backward moves
    - stick save
    - body save
    - glove save
    - leg save
    - stacking pads
    - “V” drop
    - rebounds

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## **Team Play**

Players must understand and learn:

1. Offense
  - positional offense
  - offense in the defensive zone
  - offense in the offensive zone
  - face-offs
  - one-on-one confrontations
  - triangle offense
  - box offense
  - entering the zone
2. Defense
  - territorial defense
  - one-man forechecking
  - two-man forechecking
  - backchecking principles
  - basic defensive zone coverage

## **Nutrition**

Players should:

1. Understand the importance of proper hydration before, during and after all practices and games.
2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.
3. For early morning games and practices, eat lightly at breakfast. After practices or the game, eat a snack.
4. For tournaments, if you play more than one game on the same day or several games in successive days, emphasize foods that are high in carbohydrate (fruit, hot or cold cereal, pancakes, cold meats, soup, rice, pasta) while avoiding those foods with a high sugar content.

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## **Fitness and Training**

Players should learn:

1. warm-up exercises
2. cool down exercises
3. stretching exercises
4. flexibility exercises
5. agility exercises
6. balance activities and exercises
7. eye-hand coordination activities
8. fun games
9. relays
10. jump rope activities

## **Injury Prevention**

Players should be introduced to:

1. Heads Up Hockey program
2. proper care of equipment
3. proper fitting of equipment
4. rink safety
5. safety precautions for practice
6. the importance of warm-up, stretching and cool-down

## **Sports Psychology**

Players should be taught to:

1. Understand the difference in being relaxed and tense.
2. Understand that making mistakes is common and part of sports.
3. Understand the benefits and the use of positive reinforcement. Realize that positive comments help reduce stress, enhance self image, enhance the team's image, and can increase the enjoyment of games and practices.

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## **Character Development and Life Skills**

Players must learn to:

1. demonstrate high levels of sportsmanship
2. to have respect for their teammates, coaches, opponents, officials and parents
3. demonstrate an ability to balance school and outside activities
4. be on time for games and practices
5. understand only they can “Just Say No” to drugs and other harmful substances

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## 12-AND-UNDER (PEE WEE) SKILL PROGRESSIONS

At the 12-and-Under (Pee Wee) level for boys and girls, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - face-offs
  - off-sides
  - icing
  - body checking
  - checking from behind
2. Common Infractions
  - boarding
  - charging
  - cross checking
  - elbowing
  - holding
  - kneeling
  - falling on the puck
  - high sticking
  - hooking
  - interference
  - slashing
  - tripping
3. Penalties
  - minor
  - major
  - misconduct
  - match
  - penalty shot
  - checking from behind



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## **Goal Setting**

Players should:

1. Establish specific and measurable performance goals that are written, shared with their coaches and parents and revised on a regular basis to promote development.

***Example:*** To develop skate saves in a goalkeeper. With a designated shooter, be able to save seven out of 10 shots successfully using the skate save technique.

2. Divide performance goals into broad categories. Daily tasks should then be planned based on the goals set:
  - long term                      one season
  - intermediate                6 - 10 games or practices
  - short term                      1 - 5 games or practices
3. Be able to engage in evaluations of your performance at practices and games. Re-adjust goals based on those evaluations.
4. Set goals that encompass a variety of areas in your development including skills, tactics, fitness and team play.
5. Demonstrate external motivation.

***Example:***

- show intensity during practices and games
- be attentive and dedicated to training

## **Individual Hockey Skills**

Players should continue to master all of the skills for the previously mentioned levels, including the following:

1. Skating
  - edge control
  - ready position
  - forward start right/left
  - forward stride
  - one-foot stop
  - backward skating
  - forward crossover
  - backward crossover
  - mohawk
  - lateral skating

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- backward crossunder start
  - backward two-skate stop
  - backward power stop (one skate)
2. Puck Control
    - forehand shift
    - backhand shift
    - change of pace
    - slip through
    - slip across
    - puck off the boards
    - puck protection
    - give and take
    - backward puck control
  3. Passing and Receiving
    - forehand
    - backhand
    - snap
    - receiving with the stick
    - receiving with the skate
    - receiving with the hand
    - surround the puck
    - one-touch pass
    - indirect (board) pass
    - flip - saucer pass (forehand and backhand)
    - wrap around
    - breakout
    - alley-oop
  4. Shooting
    - wrist
    - backhand
    - snap
    - flip
    - slap
    - fake shot
    - rebounding
    - tipping

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## 5. Checking

- poke check
- hook check
- stick press
- lift the stick check
- covering
- receiving a check
- shoulder check
- angling - steering - deflecting
- gap control

## 6. Goalkeeping

- parallel shuffle
- lateral t-glide
- forward and backward moves
- glove save
- leg save
- skate save
- stacking save
- “V” drop
- playing the angles
- rebounds
- situations

## Team Play

Players should understand and learn:

### 1. Offense

- offense in the defensive zone
- offense in the neutral zone
- offense in the offensive zone
- power play systems
- face-offs
- one-on-one confrontations
- two-on-one confrontations
- entering the zone

### 2. Defense

- territorial defense
- one-man forechecking
- two-man forechecking

- backchecking
- center-on-point defensive coverage
- wings-on-point defensive coverage
- man-short situations
- one-on-one confrontations
- shot blocking

## Nutrition

<b>FOUR BASIC FOOD GROUPS</b>		
<b>EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY</b>		
<b>Food Group</b>	<b>Servings Per Day</b>	<b>Food Sources</b>
Meats & Alternative	2-4	Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts
Milk Products	2-6	Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes
Grain Products	8-15	Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins
Fruits & Vegetables	8-15	Fruits and vegetables - fresh, dried, frozen, canned and in juices

Players should:

1. Understand the importance of hydration before, during and after practices and games.
2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.
3. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.

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4. For tournaments, if you play more than one game on the same day or several games in successive days, emphasize foods that are high in carbohydrates (fruit, hot or cold cereal, pancakes, cold meats, soup, rice, pasta) while avoiding those foods with a high sugar content.
  5. Be able to identify the appropriate amount and type of food from the four basic food groups.

### **Fitness and Training**

Players should learn:

1. light calisthenics
2. balance exercises
3. flexibility exercises
4. agility exercises
5. coordination exercises
6. quickness activities
7. team games
8. sprint workouts
9. relays and obstacle course activities
10. upper body strength; body resistant activities only
11. dryland skill development
  - slideboard
  - puck handling with whiffle ball
  - shooting range
  - passing

### **Injury Prevention**

Players should know:

1. Heads Up Hockey program
2. the proper care of equipment
3. the proper fitting of equipment
4. rink safety
5. safety precautions for practices
6. the importance of warm-up, stretching and cool-down

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7. the concept of RICE for treating injuries:

R rest

I ice

C compression

E elevation

### **Sports Psychology**

Players should:

1. Understand the benefits of and the use of positive comments. Realize that positive comments help reduce stress, enhance self image, enhance the team's image, and can increase the enjoyment of games and practices.
2. Understand the benefits and use of positive self talk.
3. Understand basic visualization skills (i.e., picture scoring a goal or making a big save).

### **Character Development and Life Skills**

Players must learn to:

1. have respect for their teammates, coaches, opponents, officials and parents
2. demonstrate an ability to balance school and outside activities
3. be on time for games and practices
4. understand only they can "Just Say No" to drugs and other harmful substances.
5. understand and take responsibility for their performance at games, practices and school.
6. not be influenced by the negative behavior or actions of teammates

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## 14-AND-UNDER (BANTAM) SKILL PROGRESSIONS

At the 14-and-Under (Bantam) level for boys and girls, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

#### 1. Rules

- body checking
- checking from behind
- face-offs
- icing
- offsides
- player conduct

#### 2. Common Infractions

- kneeling
- high sticking
- charging
- boarding
- slashing
- hooking
- holding the stick
- interference
- cross checking
- falling on the puck
- unsportsmanlike conduct

#### 3. Penalties

- minor
- major
- match
- misconduct
- penalty shot

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## **Goal Setting**

Players should:

1. Set written goals that encompass a variety of areas in their development including skills, tactics, fitness and team play.
2. Demonstrate external motivation.

### ***Examples:***

- show intensity during practices and games
  - be attentive and dedicated to training
3. Have written goals and a plan of action demonstrating a detailed approach to training. Practice good habits in nutrition, overall health and practice performance.
  4. Participate in a fitness program which includes training for both aerobic and anaerobic energy systems as well as strength training.
  5. Consider keeping a daily training log book which includes:
    - practice goals
    - note your pre- and post-practice attitude
    - note your pre- and post-game attitude
    - record your positive self talk for the day
    - nutrition record

## **Individual Hockey Skills**

Players should continue to master all the previous skills listed as well as the following:

1. Skating
  - quickness
  - speed
  - agility
  - power
2. Puck Control
  - change of pace
  - slip through
  - slip across/slip around
  - fake shot
  - spin around
  - stop and go
  - puck protection



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3. Passing and Receiving
    - surround the puck
    - receiving (skate)
    - receiving (hand)
    - one-touch pass
    - indirect (board) pass
    - flip - saucer pass (forehand and backhand)
    - alley-oop
    - breakout
    - wrap around
  4. Shooting
    - wrist
    - backhand
    - snap
    - flip
    - slap
    - one-timer
    - tipping
    - rebounding
    - approach to net
    - close in shots (yo-yo pull, roof)
  5. Checking
    - covering
    - gap control
    - angling
    - shoulder check
    - taking a check
    - hip check
    - body check
    - block check
    - roll check
    - backchecking
    - angling - steering - deflecting
  6. Goalkeeping
    - skate save
    - stacking the pads
    - “V” drop
    - playing angles

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- rebounds
  - situations
  - moving behind the net
  - stopping the puck along the boards
  - poke checking

### **Team Play**

Players should understand and learn:

1. Offense
  - offense in defensive zone
  - offense in neutral zone
  - offense in offensive zone
  - power play systems
  - face-offs
  - principles: pressure, transition, support, control
  - triangulation
  - cycling
2. Defense
  - one-man forecheck
  - two-man forecheck
  - backchecking (neutral zone)
  - center-on-point defensive coverage
  - wings-on-point defensive coverage
  - man-short situations
  - principles: pressure, transition, support, control
  - defense in defensive zone
  - defense in neutral zone
  - boxing out

### **Nutrition**

Players should:

1. Be able to identify the appropriate amount and type of food from the four basic food groups.

## FOUR BASIC FOOD GROUPS

EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY

Food Group	Servings Per Day	Food Sources
Meats & Alternative	2-4	Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts
Milk Products	2-6	Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes
Grain Products	8-15	Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins
Fruits & Vegetables	8-15	Fruits and vegetables - fresh, dried, frozen, canned and in juices

2. Be able to make wise decisions about what to eat before, during and after games and practices.
3. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
4. Players must know to drink fluids before, during and after games and practices. Additionally, they need to know which fluids work best:

Before games/practices: water

During games/practices: water, sports drink, diluted juice

After games/practices: water, sports drink, juice

### **Fitness and Training**

Players should learn:

1. overloading principles
2. flexibility exercises
3. speed workouts
4. strength workouts

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5. aerobic workouts
  6. anaerobic workouts
  7. off-ice skill development
    - slide board
    - puckhandling with whiffle ball
    - shooting range
  8. set realistic goals to improve weaknesses
  9. understand the importance of improving athleticism

### **Injury Prevention**

Players should know:

1. Heads Up Hockey program
2. safety precautions for practice
3. the importance of warm-up, stretching and cool- down
4. the concept of RICE for treating injuries:
  - R rest
  - I ice
  - C compression
  - E elevation

### **Sports Psychology**

Players should:

1. Understand basic visualization skills (i.e., picture scoring a goal or making a big save).
2. Develop a pre-game routine.
3. Learn relaxation exercises.
4. Develop an air of confidence, good body posture and appear in emotional control at all times.
5. Focus on things you can control and give 100% effort at all times.
6. Understand the benefits of and use of positive self-talk at the rink. Realize that positive comments help reduce stress, enhance self-image and can increase “fun” at practices and games.
7. Be able to control your breathing patterns in difficult and tense situations during games and practices.

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## **Character Development and Life Skills**

Players must learn:

1. to realize the importance of honesty and integrity in and away from the arena.
2. to accept responsibility for your actions and athletic performance.
3. coping strategies to deal with peer pressures.
4. the ability to balance school, social activities, sports and family.
5. to develop a sense of team commitment.
6. the meaning of adversity.
7. to cope with adversity.

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## 16-AND-UNDER (MIDGET) & 18-AND-UNDER (MIDGET) SKILL PROGRESSIONS

At the 16-and-Under (Midget) and 18-and-Under (Midget) levels for boys and girls, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - checking
  - face-offs
  - offsides
  - body checking
  - player conduct
  - hitting from behind
2. Common Infractions
  - slashing
  - checking from behind
  - charging
  - hooking
  - cross checking
  - elbowing
  - holding the stick
  - kneeling
  - high sticking
  - falling on the puck
  - boarding
  - unsportsmanlike conduct
  - interference
  - holding
3. Penalties
  - minor
  - major
  - penalty shot
  - misconduct
  - match

- 
- 
- order how combined penalties are served
  - fighting
  - attempt to injure

### **Goal Setting**

Players should:

1. Establish specific and measurable performance goals that are written, shared with their coach and revised on a regular basis to promote development.

**Example:** to develop one time in shooting. Be able to one time successfully 7 shots out of 10 shots.

2. Divide performance goals into broad categories. Daily tasks should then be planned on the goals set
  - long term                      one season
  - intermediate                6-10 games or practices
  - short term                    1-5 games or practices
3. Be able to engage in evaluations of your performance at practices and games. Re-adjust goals based on those evaluations.
4. Set goals that encompass a variety of areas in your development including skills, tactics, fitness and team play.
5. Demonstrate external motivation.

**Example:**

- show intensity during practices and games
  - be attentive and dedicated to train
  - show evidence of independence as a player
6. Have a written plan to demonstrate a systematic approach to training. Practice good habits in nutrition and overall good health.
  7. Use a training log book to keep track of your performance goals, nutrition habits and mental preparation.

### **Individual Hockey Skills**

Players should continue to master all the skills listed for the previous levels including the following:

1. Skating
  - all the skills mentioned in the above levels and add

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- power, speed, quickness and agility.
  - forward reverse stepout
2. Puck Control
    - fake shot
    - spin around
    - slip around
    - double shift
    - stop and go
    - grandstand
    - change of pace
    - puck protection
  3. Passing and Receiving
    - surround the puck
    - snap
    - receiving (skate)
    - receiving (hand)
    - block and drop
    - one touch pass
    - flip - saucer pass (forehand and backhand)
    - wrap around
    - breakout
    - alley-oop
  4. Shooting
    - wrist
    - backhand
    - snap
    - flip
    - slap
    - one timer
    - inside shot
    - drive shot
    - roofing
  5. Checking
    - covering
    - taking a check
    - shoulder check
    - hip check
    - angling



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- body check
  - positioning
  - closing the gap
  - pinning
  - backchecking
  - body position
  - contain/stall
  - block check
  - roll check

#### 6. Goal Keeping

- playing angles
- situations
- rebound control
- moving behind the net
- stopping the puck along the boards
- poke checking
- positioning
- face-offs
- deflection and screens
- play at the post
- clearing/passing

### **Team Play**

Player should understand and learn:

#### 1. Offense

- offense in the defensive zone
- offense in the neutral zone
- offense in the offensive zone
- power play systems
- face-offs
- transition
- support
- puck control
- dump ins
- wide rim
- cycling
- attacking the zone

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## 2. Defense

- one man forecheck
- two man forecheck
- backchecking (neutral zone)
- center on point defensive coverage
- wing on point defensive coverage
- man short situations
- pressure
- stall/contain
- support
- transition
- zone coverage
- man to man coverage
- backside coverage
- sagging coverage
- shot blocking

### **Nutrition**

Players should continue following all the information listed previously for all the levels including the following:

1. Be able to identify the appropriate amount and types of food from the four basic food groups.

## FOUR BASIC FOOD GROUPS

EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY

Food Group	Servings Per Day	Food Sources
Meats & Alternative	2-4	Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts
Milk Products	2-6	Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes
Grain Products	8-15	Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins
Fruits & Vegetables	8-15	Fruits and vegetables - fresh, dried, frozen, canned and in juices

2. Be able to make wise decisions about what to eat before, during and after games and practices.
3. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
4. Players must know to drink fluids before, during and after games and practices. Additionally, they need to know which fluids work best:
  - Before games/practices: water
  - During games/practices: water, sports drink, diluted juice
  - After games/practices: water, sports drink, juice
5. Eat four or five small meals on game day rather than two or three large meals.
6. Allow two to six hours for digestion and absorption of food before competition. Follow these general guidelines:

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## Time To Digest Meals

Large Meals	3 to 4 hours
Small Meals	2 to 3 hours
Blender/Liquid Meals	1 to 2 hours

**Note:** meals high in fat or protein will take longer to digest than carbohydrate ones.

## **Fitness and Training**

Players should learn all of the exercises and activities listed previously for all levels including the following:

1. Fitness and training components
  - overloading
  - flexibility
  - speed/quickness workouts
  - strength workouts
  - power workouts
  - aerobic workouts
  - anaerobic workouts
  - set realistic goals to improve weak areas
  - understand the importance of improving athleticism
2. Have a clear understanding of the purpose for each training phase prior to implementing them:
  - Post Season Recovery
    - active rest
    - recovery
  - Spring Conditioning
    - aerobic endurance
    - muscular endurance
    - begin sprint workout
  - Summer Strength
    - muscular strength
    - increase muscle mass
    - continue sprint workouts

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- Early Fall Speed/Power
    - sprint
    - begin anaerobic endurance intervals
    - leg power: weights and plyometrics
    - upper body strength
  - Pre-Season Anaerobic Conditioning
    - sprints and anaerobic endurance
    - muscular strength
    - leg power (speed/strength)
    - upper body strength (without weights)
    - lower body power (sprints and plyometrics)
  - In Season
    - maintain upper and lower body strength (with and without weights)

### **Injury Prevention**

Players should know:

1. the Heads Up Hockey program
2. safety precautions for practice
3. the importance of warm-up, stretching and cool down
4. proper care of equipment
5. that proper fitness and conditioning is a key element in preventing injuries as well as improving athletic performance
6. and understand the concept of R.I.C.E. for treating injuries:
  - R rest
  - I ice
  - C compression
  - E elevation

### **Sports Psychology**

Players should:

1. Understand basic visualization skills (i.e., can picture breaking up a 2 on 1 or making a great pass).
2. Develop a pre-game and post game routine.
3. Learn and practice relaxation exercises.
4. Develop an air of confidence, good body posture and appear in emotional control at all times.
5. Focus on things you can control and give 100% at all times.

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6. Understand the benefits of and use of positive self-talk at the rink: Realize that positive comments help reduce stress, enhance self-image and can increase “fun” at practices and games.
  7. Be able to control your breathing patterns in difficult and intense situations during games and practices.
  8. Understand the importance of keeping competition in the proper perspective.
  9. Take mistakes as a challenge to improve and learn.
  10. Never allow setbacks to interfere with long range goals.

### **Character Development and Life Skills**

Players must learn to:

1. realize the importance of honesty and integrity in and away from the arena
2. learn to accept responsibility for your actions and athletic performance
3. learn coping strategies to deal with peer pressure
4. ability to balance school, social activity, sports and family
5. develop a sense of team commitment
6. not abuse controlled substance and participate in anti-drug programs
7. appreciate the benefits received from hockey and be willing to give back to the sport
8. learn the meaning of adversity
9. learn to cope with adversity and to meet challenges head on

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## USA HOCKEY COACHING EDUCATION PROGRAM COMPONENTS AND COMPETENCIES FOR COACHING DEVELOPMENT

The Coaching Education Program of USA Hockey is committed to developing coaches through a comprehensive education program at all levels. Since quality coaching is the single most important element affecting the development of athletes and the sport itself, the experience athletes gain through participation will be a direct result of the coach's qualifications, education and competencies. Therefore, it is paramount that USA Hockey prepare its coaches through a comprehensive curriculum which follows the different levels of skill progressions for the development of players. The following components represent the essential elements for USA Hockey's Coaching Education Program and are covered in the appropriate coaching level clinics.

1. **Sports Medicine/Safety/Legal Component:** The Coaching Education Program shall provide instruction, references and competencies in the area of first aid, care and prevention of athletic injuries, safety, and legal responsibilities.
2. **Psycho-Social Sports Science Component:** The Coaching Education Program will provide instruction, references and competencies in the area of leadership, humanistic coaching and the behavioral aspects of athletic participation as it relates to the coach, athlete, parent and society.
3. **Bio-Physical Sports Science Component:** The Coaching Education Program will include basic instruction, references and competencies in the area of practical application in the principles of anatomical kinesiology, and the physiological aspects dealing with improving skills, motor development and stages of human growth and development.
4. **Pedagogy Component:** The Coaching Education Program shall provide instruction, references and competencies in administration and organizational skills, planning theory, teaching techniques, coaching techniques, effective communication and philosophical theory.

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5. **Technical, Tactical and Conceptual Component:** The Coaching Education Program shall provide instruction, references and competencies in the technical, tactical and conceptual aspects in the sport of hockey.

**Levels of USA Hockey Coaching Education Program**

Level 1	Skill Development
Level 2	Associate
Level 3	Intermediate
Level 4	Advance
Level 5	Master

1. **Sports Medicine/Safety/Legal Component**

Principles of Safety	Level 1
Organizing a First Aid Kit	Level 2
Risk Management Issues (Part 1)	Level 2
Risk Management Issues (Part 2)	Level 3
Legal Responsibilities (Part 1)	Level 2
Heads Up Hockey	All Levels
Legal Responsibilities (Part 2)	Level 3
Care and Prevention of Injuries (Part 1)	Level 2
Care and Prevention of Injuries (Part 2)	Level 3

2. **Psycho-Social Sports Science Component**

Leadership (Part 1)	Level 1
Leadership (Part 2)	Level 2
Coach/Parent Relationship Issues (Part 1)	Level 2
Coach/Parent Relationship Issues (Part 2)	Level 3
Amateur Athletics in Today's Society	Level 4
Building Self-Esteem	Level 3
Motivation of Athletes	Level 4
Stress Management	Level 4
Psychology of Coaching	Level 4
Team Building	Level 4
Ethical Conduct in Sports (Part 1)	Level 3
Ethical Conduct in Sports (Part 2)	Level 4
Developing a Philosophy	Level 2
Goal-Setting	Level 4
Mental Preparation	Level 4



<b>3. Bio-Physical Sports Science Component</b>	
Skill Analysis (Part 1)	Level 1
Skill Analysis (Part 2)	Level 3
Stages of Growth and Development (Part 1)	Level 2
Stages of Growth and Development (Part 2)	Level 3
Basic Motor Movement (Part 1)	Level 2
Basic Motor Movement (Part 2)	Level 3
Nutrition (Part 1)	Level 3
Nutrition (Part 2)	Level 4
Off-Ice Training and Conditioning	Level 4
High Speed Training	Level 4
<b>4. Pedagogy Component</b>	
Communication	Level 1
Effective Communication	Level 2
Teaching Skills	Level 1
Progressive Teaching Techniques	Level 2
Level 4 Teaching/Coaching Techniques	Level 4
Lesson Organization	Level 1
Organizing the Season (Part 1)	Level 2
Organizing the Season (Part 2)	Level 3
Season Planning	Level 4
Basic Practice Planning (Part 1)	Level 2
Basic Practice Planning (Part 2)	Level 3
Practice Cycles	Level 4
Drill Development (Part 1)	Level 2
Drill Development (Part 2)	Level 3
Proper Use of Assistant Coaches (Part 1)	Level 3
Proper Use of Assistant Coaches (Part 2)	Level 4
<b>5. Technical, Tactical and Conceptual Component</b>	
Skating (Part 1)	Level 1
Skating (Part 2)	Level 2
Skating (Part 3)	Level 3
Puck Control (Part 1)	Level 1
Puck Control (Part 2)	Level 2
Puck Control (Part 3)	Level 3
Passing/Receiving (Part 1)	Level 1
Passing/Receiving (Part 2)	Level 2
Passing/Receiving (Part 3)	Level 3

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Shooting (Part 1)	Level 1
Shooting (Part 2)	Level 2
Shooting (Part 3)	Level 3
Checking Skills (Part 1)	Level 2
Checking Skills (Part 2)	Level 3
Goaltending (Part 1)	Level 2
Goaltending (Part 2)	Level 3
Goaltending (Part 3)	Level 4
Individual Tactics (Part 1)	Level 3
Individual Tactics (Part 2)	Level 4
Concepts (Part 1)	Level 2
Concepts (Part 2)	Level 3
Concepts (Part 3)	Level 4
Introduction to Systems (Part 1)	Level 3
Systems (Part 2)	Level 4
Specialty Teams	Level 4
Scouting	Level 4
Use of Video in Practice and Games	Level 4
Use of Statistics in Practice and Games	Level 4
Bench Management/Game Preparation	Level 4
Selection of Players	Level 3
Evaluation and Selection of Personnel	Level 4

## A. Required Coaching Education Program Levels For Ice Hockey

USA Hockey requires that the following set of coaching education levels must be the minimum criteria for districts and/or affiliates.

It must be clearly understood that coaching education requirements must be monitored and enforced by the districts or affiliates.

All coaches (head and assistant) must have the USA Hockey Coaching Education Program card by December 31 of the calendar year.

## COACHING EDUCATION REQUIREMENTS

<b>Level Of Play</b>	<b>Coaching Education Program Level</b>
8-and-Under (Mite)	Level 1
10-and-Under (Squirt)	Level 2 (Prerequisite Level 1)
12-and-Under (Pee Wee)	Level 3 (Prerequisite Level 1 and 2)
14-and-Under (Bantam)	Level 3 (Prerequisite Level 1 and 2)
16-and-Under/18-and-Under (Midget)	Level 3 (Prerequisite Level 1 and 2)
Midget (Tier I & Tier II National Tournament Bound)	Level 4 (Prerequisite Level 1, 2 and 3)

<b>Level Of Play</b>	<b>Coaching Education Program Level</b>
High School	Level 3 (Prerequisite Level 1 and 2)

<b>Level Of Play</b>	<b>Coaching Education Program Level</b>
Junior C	Level 3 (Prerequisite Level 1 and 2)
Junior A & B	Level 4 (Per individual league guidelines)

<b>Level Of Play</b>	<b>Coaching Education Program Level</b>
Girls/Women 8-and-Under	Level 1
Girls/Women 10-and-Under	Level 1
Girls/Women 12-and-Under	Level 2 (Prerequisite Level 1)
Girls/Women 14-and-Under	Level 2 (Prerequisite Level 1)
Girls/Women 16-and-Under	Level 3 (Prerequisite Level 1 and 2)
Girls/Women 19-and-Under	Level 3 (Prerequisite Level 1 and 2)

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## **B. Education and Years of Coaching Prerequisite**

Education and years of coaching prerequisite requirements are noted in the Coaching Education Chart. These requirements must be strictly adhered to.

## **C. Evidence of Level**

Proof of coaching education level will be evidenced by a USA Hockey Coaching Education Card with appropriate dated verification sticker. This card must be carried by all coaches for all USA Hockey games.

Before the start of each game and in the presence of the referee, each coach must present their card to one another for verification of coaching education level.

If a coach cannot produce their current and up to date USA Hockey Coaching Education Card prior to the start of the first period, it must be noted on the official game score sheet and signed by the opposing coach.

Beginning January 1 of the current season, prior to the start of the game, all coaches (Head and Assistant) present, from each team, are required to sign the designated area of the scoresheet in order to verify the accuracy of the playing roster, as it appears on the scoresheet, for that game. In addition, all coaches (Head and Assistant) must include their USA Hockey Coaching Education Program (CEP) card number, their CEP level (1 - Skill Development, 2 - Associate, 3 - Intermediate, 4 - Advanced, or 5 - Master) and the year their CEP level was attained. The CEP card number, level and year attained shall be printed legibly and next to the signature of the coach.

## **D. Continuing Education Requirement**

All coaches below Level 4 shall progress through the Coaching Education Program, attending a coaching clinic at least once every three years through Level 3 (Intermediate). After a coach has completed Level 3 (Intermediate), the coach shall do one of the following: attend another Level 3 (Intermediate) clinic within three years, take a USA Hockey Continuing Education Course within three

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years or attend a Level 4 (Advanced) clinic as per the Coaching Education Program Requirement chart. Once Level 4 (Advanced) is achieved, there is no further requirement for recertification.

If a coaches accreditation was received more than 3 years from the current calendar year, the card is rendered invalid/expired below Level 4 (Advanced) and a refresher course at the same level or attending a clinic at the next level is necessary for the accreditation to remain current.

## **E. Penalty and Enforcement**

Beginning January 1 of the current season, it will be the responsibility of the district/affiliate to determine if there should be any penalties imposed on an individual coach who fails to produce a current, up-to-date coaching education card with appropriate verification of level. It will also be the responsibility of the local association registering the team to enforce any penalties.

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