



LEARN TO PLAY PROGRAM

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IMPORTANT NOTICE

WBHF Learn To Play Ball Hockey Manual has borrowed some images and the format of the ***IIHF Learn To Play Lessons*** in order to maintain consistency with some of the teaching methods recommended for hockey.

Updated
September 1, 2018



LEARN TO PLAY PROGRAM

Foreword

by Domenic Di Gironimo, WBHF President

The **World Ball Hockey Federation** is pleased to present to Member Nations this **Learn To Play Ball Hockey Program**. It has been adapted in parts from the teachings of the **IIHF Learn To Play Program** to ensure a consistent message and delivery in development of young children in hockey.

It provides hockey organizers the ability to offer young players the opportunity to learn Ball hockey skills at an early age and to develop the sport within their country, as a grass roots level tool for hockey.

The goal of this program is to teach players between the ages of 4 and 12 years old basic hockey skills in a simple environment that is not complicated by skating skills or the associated costs of equipment and ice time.

The **WBHF LTP Ball Hockey Program** is aimed at the education of club administrators, program instructors, referees, coaches, and leaders who will be instrumental in the successful utilization of the program in their communities. National associations using this program to introduce entry-level players to Ball hockey will teach them skills that can be used for inline and ice hockey as well.

This manual includes basic training exercises and playing rules for Boys and Girls under-10 years old that should be implemented mostly in smaller playing areas, such as across the hockey arena or in gymnasiums. This enables the children to develop hockey skills in an environment that fosters fun, learning, participation by all, and mental and physical development.

The **World Ball Hockey Federation** is committed to the development of hockey at the grass roots level, and offers its assistance to its members, in a spirit of cooperation as a part of the hockey family of sports.

Sincerely,

Domenic Di Gironimo
President

For more information regarding the WBHF and for technical assistance, you may visit www.wbhf.info.

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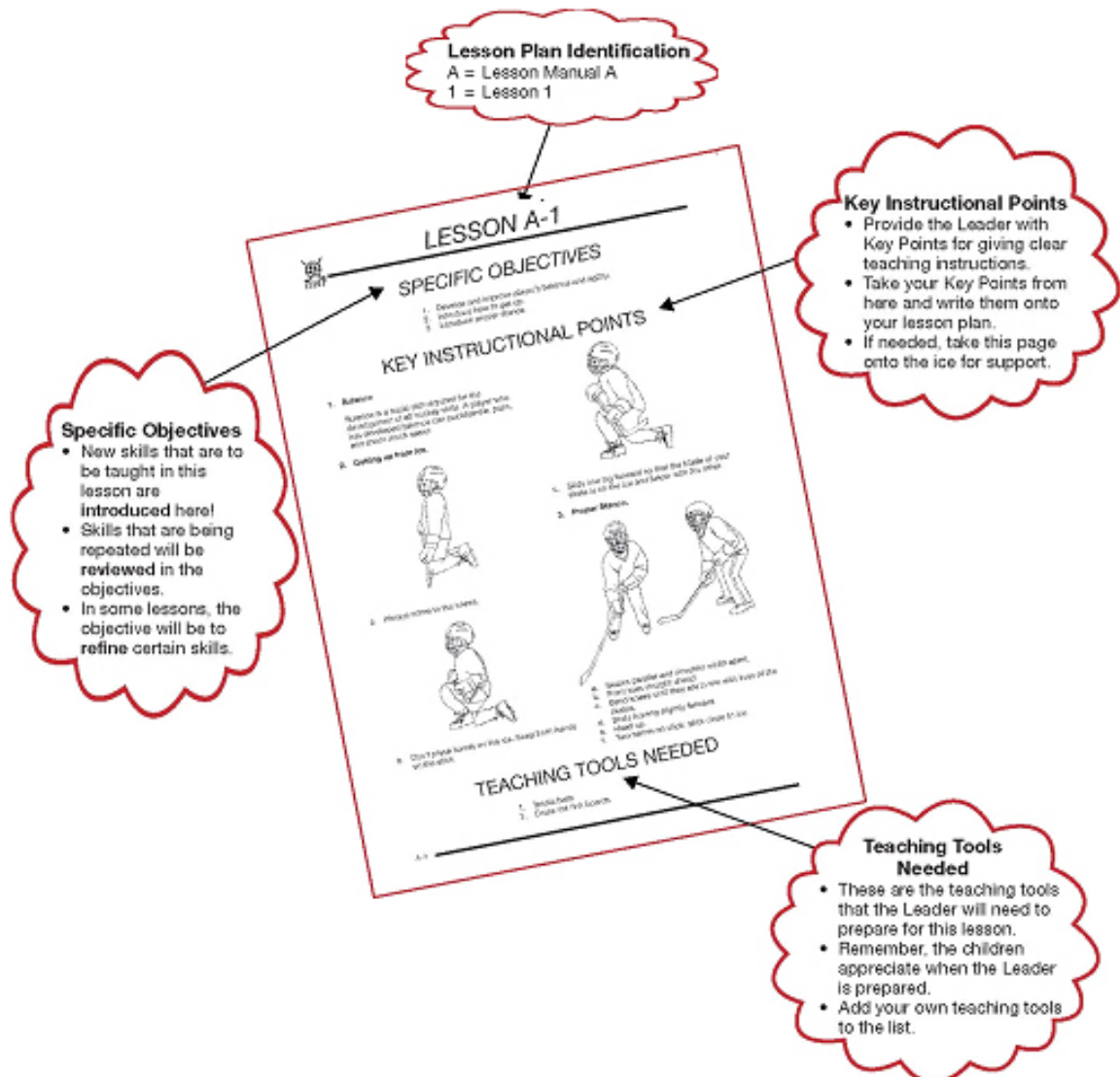
Lesson Format

The lesson manual is formatted with components laid out in a progressive order to help the Leader prepare for and operate an efficient practice. The four components of a lesson are:

- 1 Specific Objectives
- 2 Key Instructional Points
- 3 Teaching Tools Needed
- 4 Lesson Plan

The Lesson Plans are intended as worksheets for the Leader to write on while preparing the practice. Once the practice is prepared the Leader should put the Lesson Plan in a plastic cover, take it onto the floor and hang it on the boards for quick reference during the practice.

Descriptions of the components of a typical lesson plan are illustrated below.



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Key Points

- Add your own Key Instructional Points or notes here:
 - bend knees
 - head up
 - keep it fun
 - good communication

Teaching Tools

- Use the teaching tools which are listed and enhance with your own ideas.

Organisational Information

- Add your specific information here.

Skill

- The skill or activity that will be used will be illustrated here.

Filled-In Illustration

- This illustration, which is filled-in, indicates that this skill or technique has been used earlier in the manual.

Description

- A detailed description of the skill or activity that will be used is given here to help the Leader in giving instructions to the children.

LESSON PLAN A-1

LEADER: _____
 TEAM: _____
 DATE: _____
 TIME: _____

KEY POINTS

TEACHING TOOLS

1. _____
2. _____
3. _____
4. _____

SKILL	DESCRIPTION	TIME
Free Skate and Warm-up	<ol style="list-style-type: none"> 1. Clockwise and counterclockwise directions. Varies speeds. Warm-up: Perform agility drills (p. A-2) <ol style="list-style-type: none"> a. Knees high b. Sit low c. Reach high d. Touch toes 	10 minutes
Basic Stance (introduce) p. A-4	<ol style="list-style-type: none"> 1. Leader to demonstrate and go over key points. 2. Have players go into basic stance. Check for balance: <ol style="list-style-type: none"> a. Have players stand on left foot only. b. Have players stand on right foot only. c. Have players jump up 12-14 on off toe. Keep knees bent when landing. d. Rock forward onto the toes and backwards onto the heels and try to feel where the best balance point is. NOTE: Repeat each several times.	10 minutes
Agility (introduce) p. A-4	<ol style="list-style-type: none"> 1. Leader to demonstrate the proper technique of getting up. 2. Have players lie on stomachs. Two hands on the stance. Have players lie on stomachs, holding stick level, pull to kneeling position by using elbows, and then stand up in basic stance.	5 minutes
Balance (introduce) p. A-2	<ol style="list-style-type: none"> 1. Walk across ice. Lift times to touch stick held waist-high. Repeat several times. 	5 minutes
Fun Time p. A-5	<ol style="list-style-type: none"> 1. Give every player a tennis ball. 2. Individual players bounce the ball and catch it. 3. Partners 6-8 metres apart roll ball to your partner. Player gets over, picks it up and returns to basic stance. 4. Partners kick ball with side of skate (inside of blade) to partner. 	10 minutes

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Illustration

- This illustration, with no fill-in, indicates that this is the first time that this skill or technique is used in the manual.

Time

- Recommended times for each activity are given here.
- Adjust the time according to your situational needs.


LESSON PLAN A-1

SKILL	DESCRIPTION	TIME
Balance and Agility (introduce)	1. The players must follow the leader who moves. Markers should be used. Leaders must move slowly and change direction frequently.	5 minutes 
Balance and Agility (introduce)	1. Skating feet backwards, the players wrap the front of each skate on the toes of their skates. Players hold skates straight.	5 minutes 
Game Time	1. Break Skating Players stand in two long lines. One player stands in the middle of the line. As leader's signal, all players will cross to the other side. The player in the middle will try to tag them. Players who are tagged must return to the center to help. Reverse is the last player to return.	10 minutes 

LESSON SUMMARY

Successes: _____

Areas of improvement: _____



Great first practice! A lot of fun!

A-1

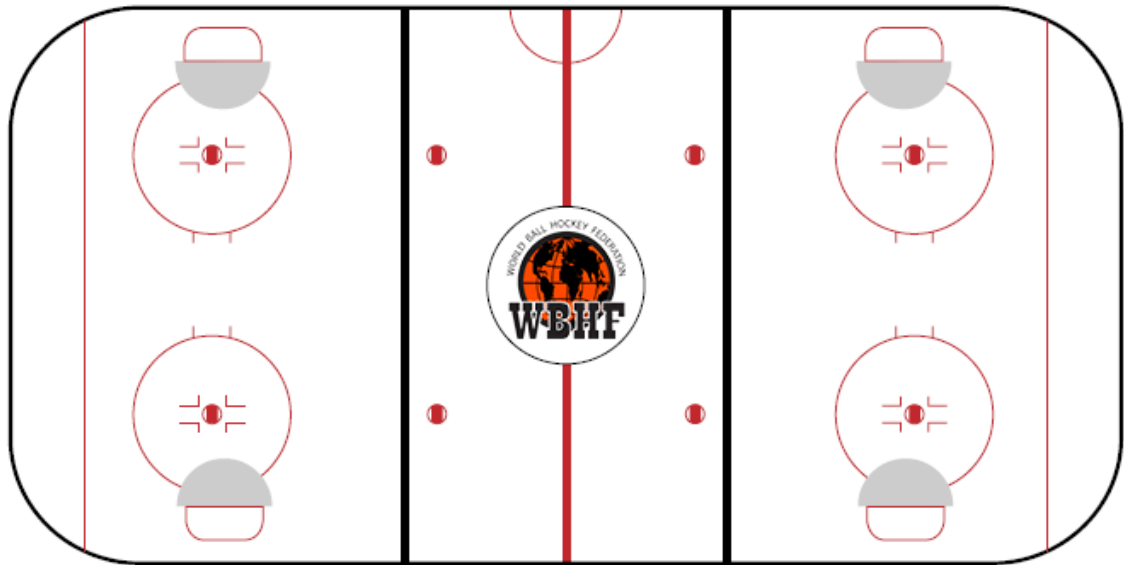
Lesson Summary

- After practice, this section is to be completed by the Leader.
- What successes did we have today?
- In which areas do we need more improvement?
- What needs to be reviewed or refined?



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Cross-Floor Practicing and Playing



The **WBHF Learn To Play Ball Hockey Program**, when used for young children, is designed for practicing and playing Ball hockey across the 30 meter width of the arena surface, or on a small surface such as a gymnasium or tennis court, as compared to practicing and playing along the full 60 meter length of a hockey surface. This cross-floor practicing and playing method improves the hockey experience for the child by applying more energy on ball handling and less on running greater lengths of the floor. In game situations, children will have more contact with the ball. These factors will lead to quicker learning of ball handling and shooting skills. The increased interaction will more rapidly improve player decision making.

The secondary benefit is more efficient use of floor time and space. The size of the rink is in proportion with the size of the players. The middle zone is available for other purposes (player's bench, warm-up area, skill competition) while games are played in the end zones. More teams can practice together by sharing the floor surface.

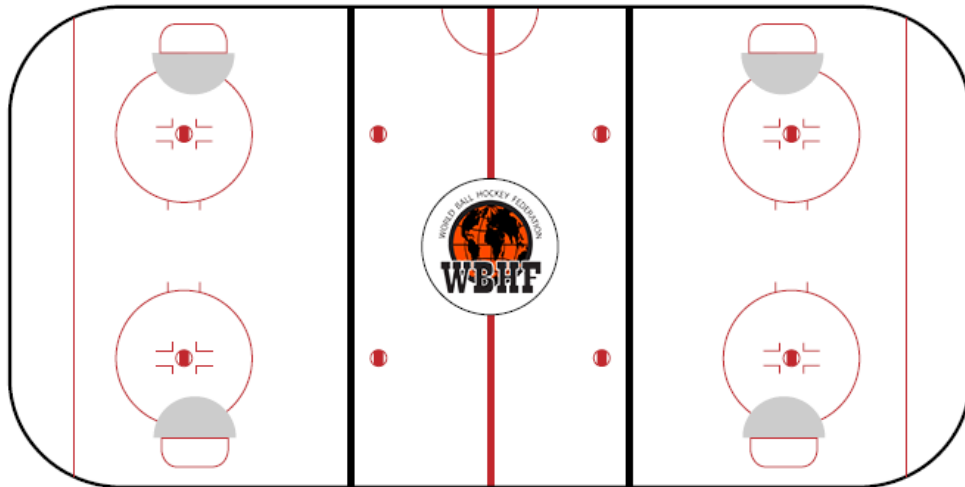


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The Basic Rules for Boys and Girls

1. Cross-Floor Playing Surface, Cross-Floor Rink Boards, and Goal Nets

1.1 Cross-Floor Playing Surface



All games will be played on one-third of the normal size rink, across the floor in the end zones.

1.2 Cross-Floor Rink Boards

The WBHF recommends creating a barrier no more than 20 cm high. The easiest method is to lay gymnasium benches on their side with the smooth seat side facing the area of play as a non-obstructing surface.

You may also have a portable barrier system that can easily be installed and removed as required.

1.3 Ball Hockey Goal Nets

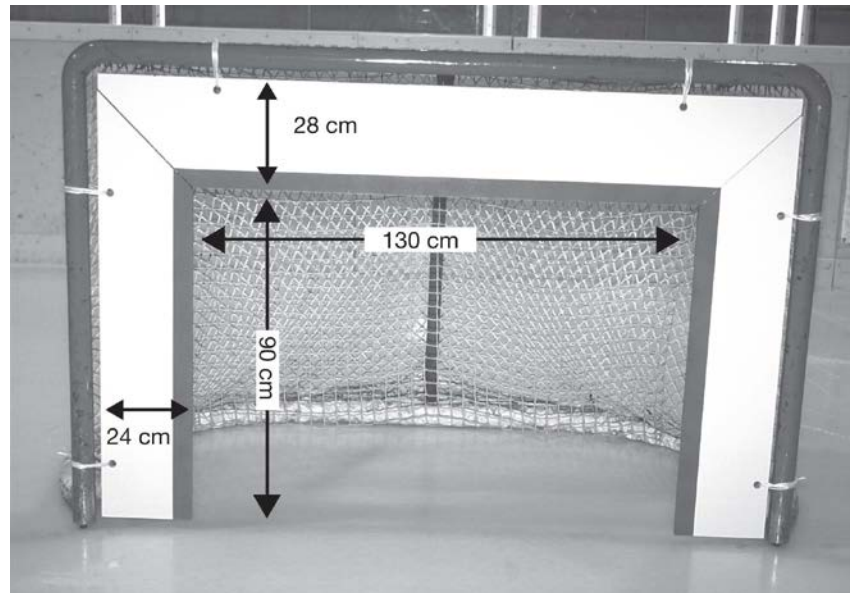
The goal nets are the same size as ice hockey goal nets, but may be constructed of lighter materials, measuring 122 cm high and 183 cm wide.

It is recommended that Child Sized Goal Nets be used for younger children up to 8 years old or utilize a net insert that reduces the goal net opening to 90 cm high and 130 cm wide (see diagram below) to give the goalkeeper a greater chance of success, which will in turn build confidence.

The goals should be located one meter from the sideboards of the rink and half way between the end boards of the rink and the cross-floor rink boards set up on the blue line.



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2. Equipment

It is recommended the younger children use junior sized equipment for safety and in the case of hockey sticks also to make it easier for the young child to hold the stick, enabling better ball control and shooting technique. As a minimum, children require a hockey helmet and a hockey stick. We also highly recommend use of protective gloves, which for ball hockey can be much lighter than ice hockey for maximum flexibility. Soft elbow pads and light weight shin guards are useful additional protection.

Teenagers should use regular sized hockey equipment and sticks.

2.2 Ball hockey

The overall diameter, thickness and material of the ball should be of a soft plastic, the same as a normal game ball. The weight should not be more than 80 grams and not less than 65 grams). A tennis ball may be used where official Ball hockey balls are not available, however, it is recommended that Ball hockey balls be obtained for best results because they are created to be low bounce.

Several grades of Ball hockey balls are manufactured, with the softest used with small children, or for play in cold weather outdoors. The harder varieties are used at the older age groups and in elite level play.

3. Game Organization

3.1 Statistics

We recommend that scores and statistics not be recorded. The objective is for the children to learn to play and to have fun.



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3.2 Game Officials

At least one person will act as “leader” or “referee” to manage the game.

3.3 Off-Floor Officials

The home team should arrange for a timekeeper to ensure equal shifts of time are being maintained to ensure all players to enjoy the same amount of game time.

3.4 Face-offs

Face-offs will take place in the centre of the playing surface at the beginning of the game and the period, as well as after a goal, after a break in the play (when the goalkeeper freezes the ball), or when changing the players.

Tip: To ensure quick face-off alignment, a red face-off dot could be marked with non-slip adhesive tape.

3.5 Playing Time

3.5.1 Player Participation - All children should be played evenly in every game.

3.5.2 Shift Changes

At the signal from the timekeeper, at a maximum of 90 seconds running time, the unit of players on the floor will change. The units will always play at even strength (5 v 5, 4 v 4 or 3 v 3).

3.5.3 Length of the game - The length of the game is to be determined by the club.

3.5.4 Length of the playing shifts

The maximum length of the shift should be between 60 to 90 seconds running time.

3.6 Off-Sides, etc. - There are no blue line off-sides, icing etc.

3.7 Violating the Rules, Penalties

When a player violates the rules, the game “leader” or “referee” can stop the game by blowing the whistle and should clarify the reason for the break with the player in question, as well as with the other players as a method of instruction. No penalties are given. A new face-off will take place in the centre of the playing surface. The game “leader” may consider removing a player from the game if their behavior is a danger to others or continues to be disruptive in nature.

3.8 Players Waiting for Their Turn to Play

The center zone, between the two-cross floor playing areas may function as the players bench, or be utilized as a training area to maximize player development, with the players passing the ball to each or conducting simplified ball handling drills.

3.9 No Bodychecking

Ball hockey is a sport played without body checking.



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TEACHING TOOLS

Below is a Tool Box, with a recommended list of the teaching tools necessary for the Learn To Play Program. As the Leaders gain experience they are encouraged to add their own teaching tools to the Tool Box to enhance the learning environment during practices.

- ✓ Goal nets, with goal insert if more younger children
- ✓ Hockey sticks
- ✓ Cross-ice rink barriers
- ✓ Pylons/cones (large and small)
- ✓ Roll of coloured tape
- ✓ Soft Ball hockey balls
- ✓ Clipboard
- ✓ Whistle
- ✓ Rink diagram board and marker

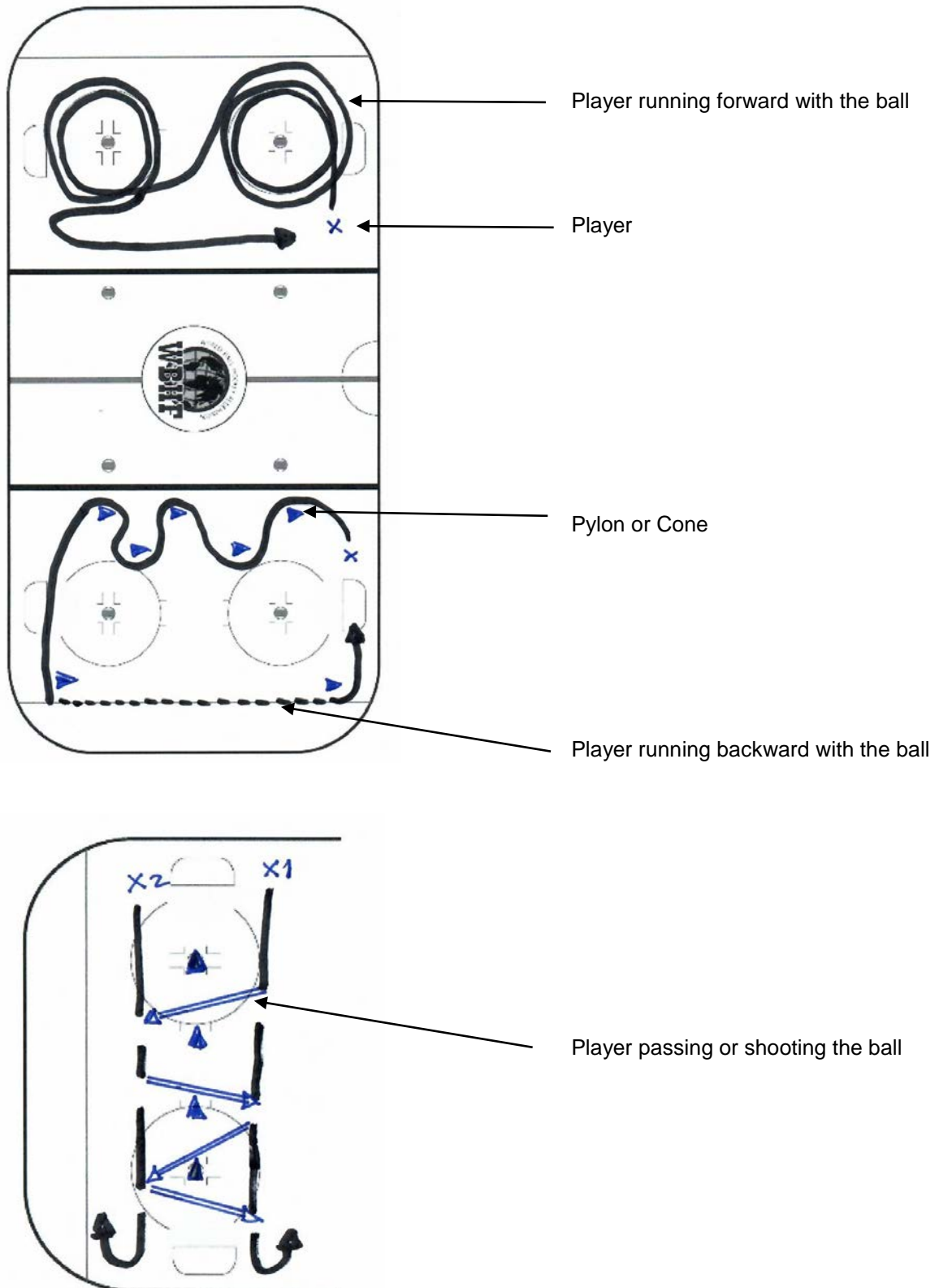
DAILY WARM-UP

It is important that players take time before starting any physical activity, practice or game. We recommend the following:

- Jumping jacks
- Knee raises
- 2 to 3 laps of running around the arena or gymnasium floor area
- Series of short sprints



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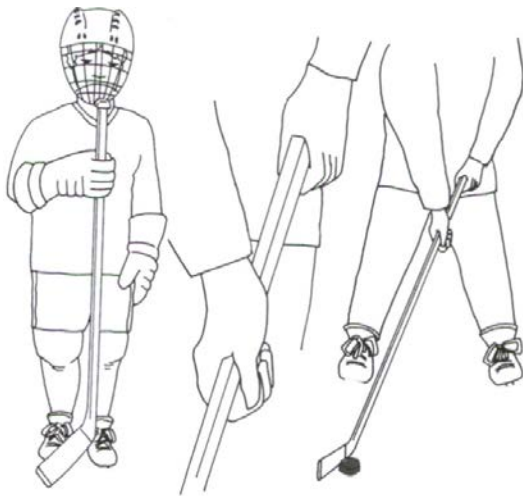
LESSON 1

SPECIFIC OBJECTIVES

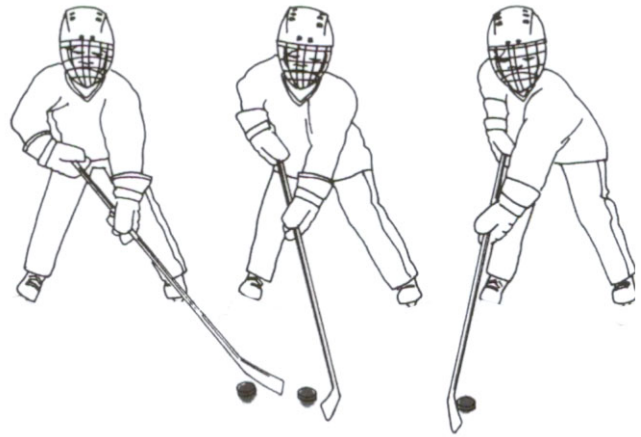
- 1 Introduce ball handling stance.
- 2 Introduce stationary ball handling (also known as stickhandling the ball).
- 3 Introduce running with the ball.

KEY INSTRUCTIONAL POINTS

1. Ball handling Stance.



2. Stationary ball handling.



Players should be in running shoes using a ball.

- a. Stick length.
 1. The stick should come up to an area between the collar bone and chin, so that free movement of the top hand in front of the body is possible.
- b. Stick lie.
 1. When assuming the correct standing stance the blade should be flat on the floor.
- c. Younger players should have junior size sticks that have narrower shafts and shorter blades.
- d. The grip.
 1. The top hand must be right at the end of the stick.
 2. The lower hand should be 20-30 cm down the shaft.
 3. The "V" formed by the thumb and the forefinger should be pointing straight up the shaft
 4. Blade of stick is flat on the floor.
 5. Keep the head up and use peripheral vision to look at ball. Younger players should be allowed to look and feel for the ball.

- a. Assume ball handling stance.
- b. Move the ball from side to side by rolling the wrists. This cups the stick on both the forehand and backhand, thus allowing better control.
- c. To roll the wrists, turn the toe of the shoe inwards and the heel outwards, then reverse direction.
- d. Ball is handled in the middle of the blade.
- e. Keep arms and upper body relaxed.
- f. Ball control must be smooth, rhythmical, and quiet.

3. Stick Safety

The stick must remain on the ground at all times, especially when moving.

The stick should be kept below the waist when passing and shooting.

If the ball is in the air, never use the stick to knock it down.

TEACHING TOOLS NEEDED

1. Pylons
2. Ball hockey balls
3. Cross-ice rink boards



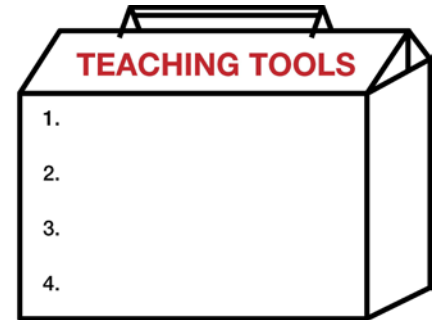
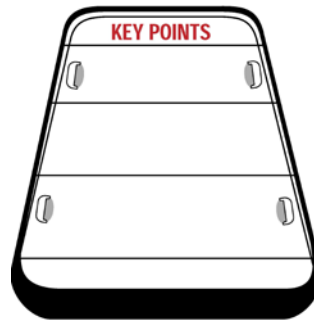
LESSON 1

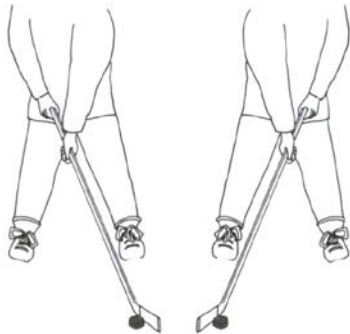
LEADER: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
<p>Backward Running, Forward Running</p>	<ol style="list-style-type: none"> 1. Set up course with two cones, 10 meters apart. 2. Have the children run forwards to the first cone, then run backwards returning to the first cone. 3. Ensure that children are running with proper technique and body mechanics. 	<p>5 minutes</p>
<p>Stationary Ball handling and Stance (introduce)</p> 	<ol style="list-style-type: none"> 1. Demonstrate and stress key points. 2. Have players take basic stance and make corrections. 3. Line players up in ball handling (also known as stickhandling) position with a ball in front of them. Put heel of stick 2-4 cm above the ball. Have them roll their wrist so that the tip of the blade touches the floor on each side of the ball. This gives them the idea of rolling the wrists. 4. Demonstrate and stress key points on ballhandling. 5. Have players now move the ball from side to side in a stationary position. 6. Repeat Number 5. Have players yell out the number of fingers the leader is holding up. Players will have to look at ball and also up at leader. 	<p>10 minutes</p>
<p>Ball handling while Running (introduce)</p>	<ol style="list-style-type: none"> 1. Review key points on ball handling. 2. Lineup players along boards with a ball. Each player crosses the rink while stickhandling with the ball. Repeat many times. 	<p>15 minutes</p>



LESSON 1

SKILL	DESCRIPTION	TIME
Game (introduce) Green Light, Red Light	<ol style="list-style-type: none">1. Each player has a ball.2. The Leader yells out "Green Light" and the players commence running around the perimeter of the playing area while stickhandling the ball.3. After 30 seconds, the Leader yells out "Red Light" and all players must stop running and maintain control of the ball.4. After a few seconds, the Leader will again yell "Green Light" for the players to run with the ball.5. This is repeated for the balance of the session.	15 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON 2

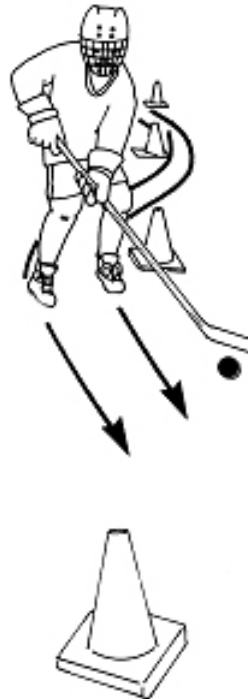
SPECIFIC OBJECTIVES

- 1 Review ballhandling (stickhandling).
- 2 Introduce weaving with the ball.

KEY INSTRUCTIONAL POINTS

1. Weaving with the ball.
2. Refer to stationary ball handling. (Lesson 1)
3. Refer to running with the ball (stickhandling). (Lesson 1)

NOTE: Players should be in running shoes using a ball.



Have the player weaving around the cones:

- In a straight line.
- In a staggered formation.

TEACHING TOOLS NEEDED

- 1 Ball hockey balls
- 2 Pylions or cones
- 3 Cross-floor rink boards

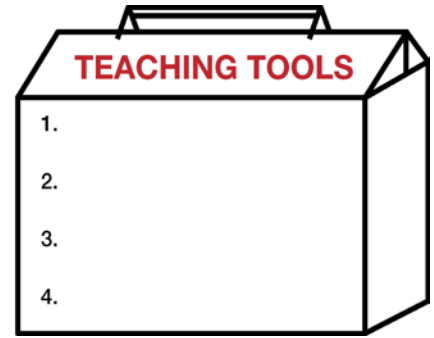
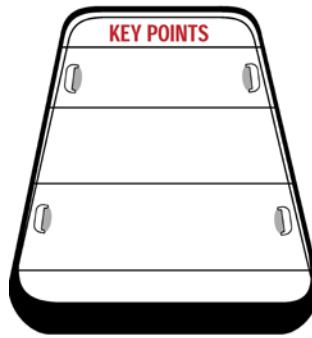
LESSON 2

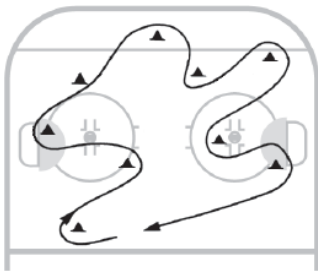
LEADER: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Free Run	1. Every player with a ball. Run clockwise controlling ball.	5 minutes
Ball handling (review)	<ol style="list-style-type: none"> 1. Each player is given a ball. 2. Players face the leader and controls the ball by moving it from left to right and also from front to back, out to left or right side. 3. Cross the floor maintaining contact between the ball and the blade of the stick. 	10 minutes
Weaving with the ball (introduce) 	<ol style="list-style-type: none"> 1. Set up a course around the playing surface using 9 pylons, several meters apart. 2. The players are to weave through the course passing the first pylon on the right, the second on the left, repeating the shifting from right to left. 3. After 3 minutes, stop and have the players reverse direction through the pylons. 4. The Leader should watch the players to ensure that they keep the stick and ball in front of their body while running, keeping two hands on the stick at all times. 	15 minutes



LESSON 2

SKILL	DESCRIPTION	TIME
Game	Green Light, Red Light, same as Lesson 1	15 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

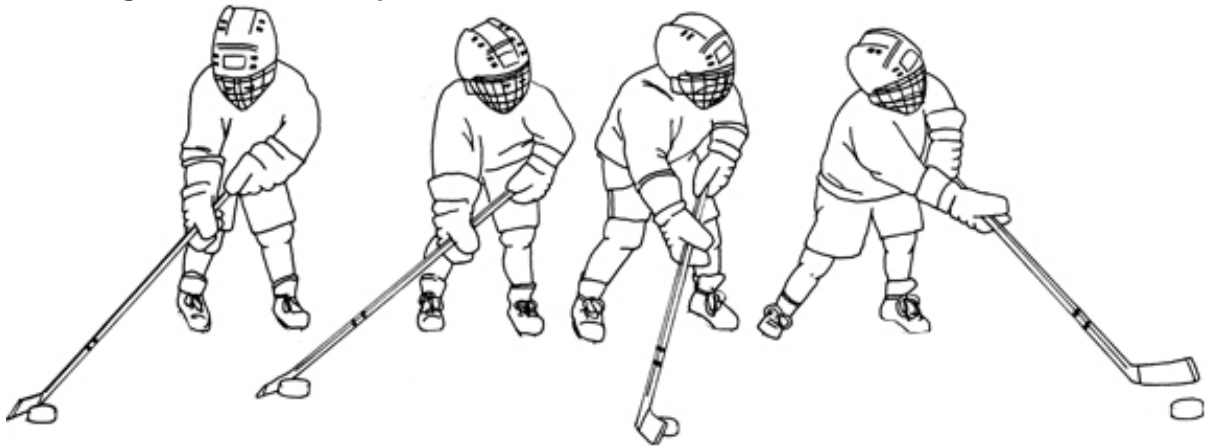
LESSON 3

SPECIFIC OBJECTIVES

- 1 Review ball handling.
- 2 Introduce forehand sweep pass.
- 3 Introduce receiving a pass.

KEY INSTRUCTIONAL POINTS

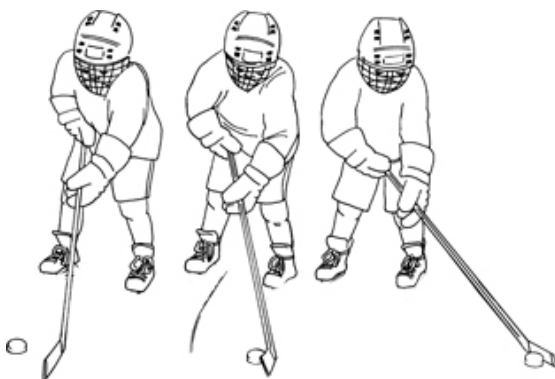
1. Passing — Forehand Sweep Pass



NOTE: Players should be in running shoes, and it is very important that each player has a stick which is not too long.

- a. Player is in the normal ballhandling stance.
- b. Bring the ball beyond the plane of the body. Ball is in the middle portion of the stick blade.
- c. Stick blade should be at right angles to the target.
- d. Body weight is on the back leg.
- e. Head is up looking at the target, make eye contact with receiver.
- f. Ball is propelled toward target with a sweeping action of the arms. Pull with the top hand and push with the bottom hand.
- g. As the ball is propelled, the weight is transferred from the rear leg to the front leg.
- h. Follow through low and towards the target.
- i. Be prepared to receive.

2. Receiving a Pass.



- a. Head up looking at the ball, make eye contact with passer.
- b. Present a target, stick blade on the floor.
- c. Keep blade at 90 degrees toward direction of ball.
- d. As the ball contacts the blade, some give is allowed providing a cushioning effect.
- e. Be prepared to pass.

TEACHING TOOLS NEEDED

- 1 Ball hockey balls
- 2 Cross-floor rink boards



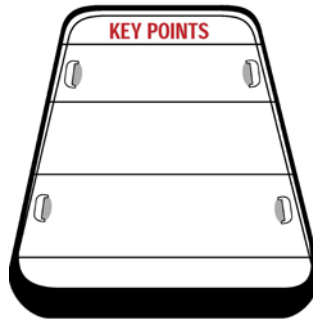
LESSON 3

LEADER: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up	<ol style="list-style-type: none">1. Give each player a ball as they step onto the floor. Players practice ball control as they run counter-clockwise around the playing area.	5 minutes
Stationary forehand pass and receive against the boards (introduce)	<ol style="list-style-type: none">1. Demonstrate key points for forehand pass.2. Have players in basic ball handling stance without balls. Practice the technique — draw back, pull through, transfer weight, follow through.3. Have each player stand 2 meters from the boards. Give each player a ball and have them pass the ball to the boards. Follow through keeping the blade low.4. Review and demonstrate receiving a pass on the forehand and continue the exercise.	5 minutes
Stationary forehand pass and receive with another player (introduce)	<ol style="list-style-type: none">1. Players partner off. Face each other approximately 2 meters apart. One player has a ball, the other does not. Look each other in the eyes.2. Players pass the ball back and forth between each other.	10 minutes
Forehand pass and receive while moving (introduce)	<ol style="list-style-type: none">1. With the same partners 2 meters apart, players will walk along the floor area passing back and forth to each other while in motion.2. After 5 minutes, players are to continue while running at a slow pace, increasing speed as their skill improves.	10 minutes



LESSON 3

SKILL	DESCRIPTION	TIME
Game Mini-Game (introduce)	<ol style="list-style-type: none">1. Playing in cross-floor format, put one pylon on each end along the boards centering in the playing area.2. The game is played with 4 players per team (4 v 4).3. To score, the ball must hit the pylon.4. No goalies are used.5. As best as possible, match players of equal skill.	15 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

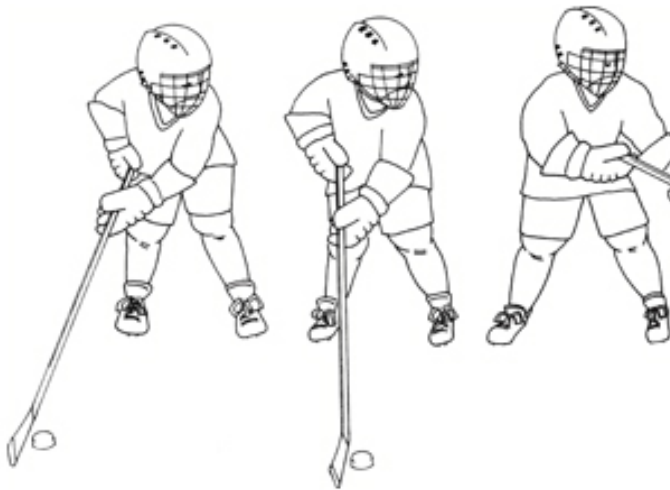
LESSON 4

SPECIFIC OBJECTIVES

- 1 Review forehand passing and receiving.
- 2 Review ballhandling.
- 3 Introduce backhand sweep pass.
- 4 Introduce receiving pass backhand.

KEY INSTRUCTIONAL POINTS

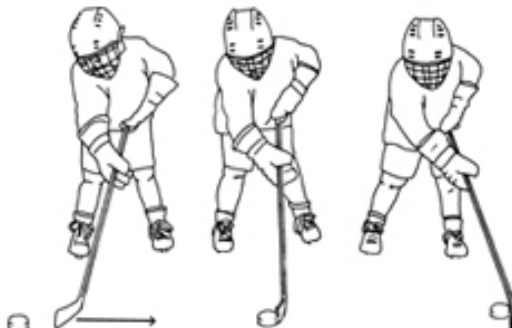
NOTE: Players should be in running shoes using a ball.



1. Backhand Sweep Pass.

- a. Hands are well away from the body.
- b. Bring the ball beyond the plane the body.
- c. Shift the weight to the back leg.
- d. Head up, looking at target, make eye contact with receiver.
- e. Cup the blade of the stick over the ball.
- f. Sweeping action of stick across the body to slide the ball.
- g. Shift weight to the front foot.
- h. Snap and roll wrists.
- i. Follow through low.
- j. Be prepared to receive.

2. Receiving Pass Backhand.



- a. Head up watching the ball, make eye contact with passer.
- b. Stick is on the floor for a target.
- c. Cup your stick and cushion the impact by relaxing the wrists.
- d. Be prepared to pass.

TEACHING TOOLS NEEDED

- 1 Pylons
- 2 Ball hockey balls
- 3 Cross-floor rink boards

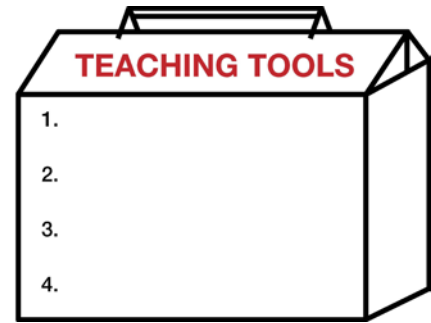
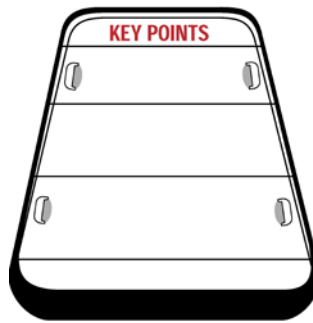
LESSON 4

LEADER: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up	1. Give each player a ball as they step onto the floor. Players practice ball control, e.g., stationary and running with the ball.	5 minutes
Forehand Pass and Receive (review)	1. Review and demonstrate from Lesson 3. 2. Players pair off about 5 meters apart. 3..Practice passing one ball between each other.	10 minutes
Backhand Pass and Receive (introduce)	1. Review and demonstrate. 2. Follow same procedure as Lesson 3 for introducing forehand pass and receive, 5 minutes for each of the three steps (against the boards, stationary with partner, then in motion with partner).	15 minutes



LESSON 4

SKILL	DESCRIPTION	TIME
Game	1. Mini-game as per Lesson 3	15 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

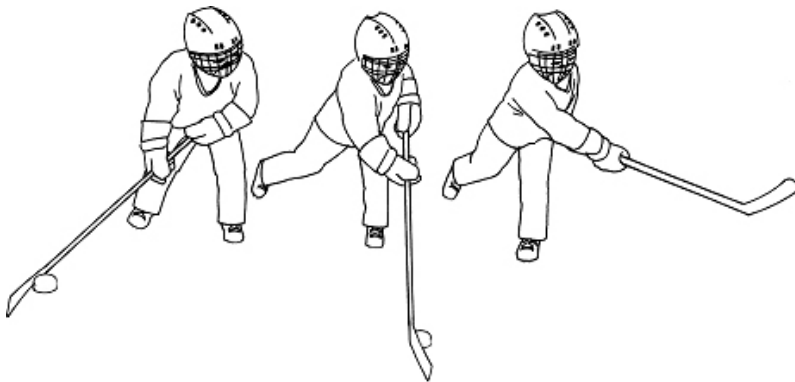
LESSON 5

SPECIFIC OBJECTIVES

1. Review ball handling. (Lesson 1)
2. Review forehand and backhand passing and receiving. (Lessons 3 and 4)
3. Introduce forehand sweep shot.
4. Introduce backhand sweep shot.

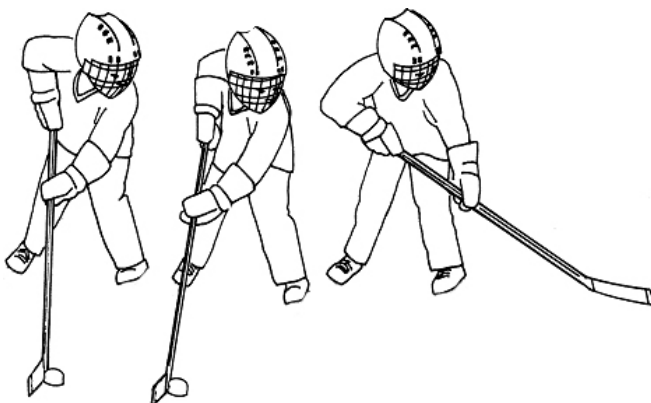
KEY INSTRUCTIONAL POINTS

1. **Forehand Sweep Shot.** *NOTE: Players should be in running shoes using ball.*



- a. Basically the same grip as passing.
- b. Bring ball beyond plane of the body.
- c. Keep the ball in contact with the stick blade.
- d. Weight is on the back foot.
- e. In the process of sweeping the ball forward, the weight is transferred onto the front foot.
- f. Snap and roll the wrists. Pull the top hand and push the bottom hand.
- g. Follow through low for a low shot, and high for a high shot.

2. **Backhand Sweep Shot.** *NOTE: Players should be in running shoes using a ball.*



- a. Basically same grip as passing.
- b. Bring ball beyond plane of the body.
- c. Weight is on the back leg.
- d. In the process of sweeping the ball through the weight is transferred to the front foot.
- e. Head up looking for opening.
- f. Snap and roll the wrists. Push the top hand and pull the bottom hand.
- g. Release the ball and follow through low.

TEACHING TOOLS NEEDED

- 1 Ball hockey balls
- 2 Masking tape
- 3 Cross-floor rink boards



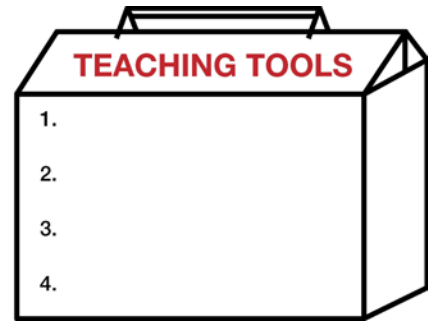
LESSON 5

LEADER: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Warm-up	As each player steps onto the floor, they pick up a ball. Run in any direction on the floor (one minute duration). On the whistle, the player change and run in the opposite direction.	5 minutes
Stationary Forehand and Backhand Passing and Receiving (review)	<ol style="list-style-type: none">1. Review and demonstrate.2. In pairs, five meters apart, pass ball back and forth.3. Do both forehand and backhand.	5 minutes
Forehand and Backhand Passing and Receiving in Motion (review)	<ol style="list-style-type: none">1. Review and demonstrate.2. In pairs, five meters apart, pass ball back and forth while running at quick pace.3. Do both forehand and backhand.	5 minutes
Forehand Sweep Shot (introduce)	<ol style="list-style-type: none">1. Review and demonstrate.2. Players line up about 3-4 meters from boards.3. Go through movements of shooting without any ball.4. Add a ball.	10 minutes
Backhand Sweep Shot (introduce)	<ol style="list-style-type: none">1. Give teaching points and demonstrate.2. Go through movements of shooting without balls.3. Add balls.	10 minutes



LESSON 5

SKILL	DESCRIPTION	TIME
Game (review)	1. Mini game — same as Lesson 3.	10 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON 6

SPECIFIC OBJECTIVES

- 1 Review running with the ball (Lesson 1).
- 2 Review weaving with ball, (Lesson 2).
- 3 Introduce use of feet to control the ball.
- 4 Introduce ball handling combinations.

KEY INSTRUCTIONAL POINTS

1. Use of feet to control the ball.



- a. Turn toe out so that ball can be controlled by the foot.
- b. Players should take a quick look down but not for too long. Try to keep the head up.
- c. Keep ball within one meter of feet.

2. Ball handling Combinations:

- a. Important for players now to try using peripheral vision to a greater degree.
- b. Feel for the ball is important.
- c. Ability to control ball on stick and drop it into feet.

TEACHING TOOLS NEEDED

- 1 Ball hockey balls
- 2 Pylons
- 3 Cross-floor rink boards

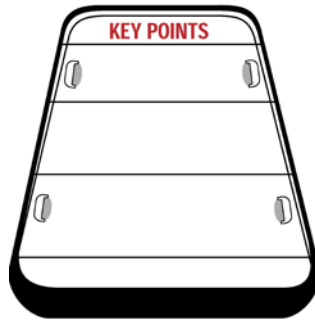
LESSON 6

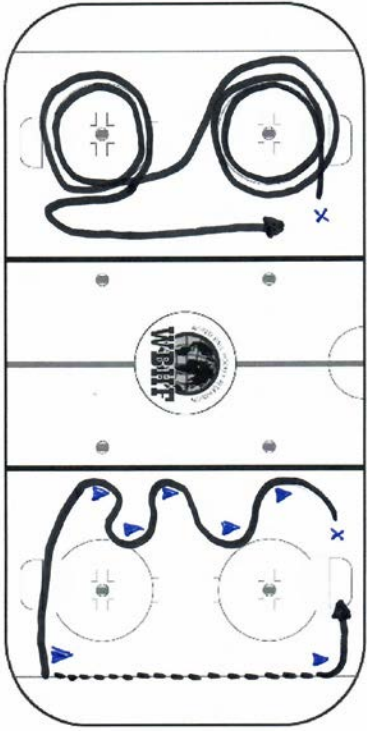
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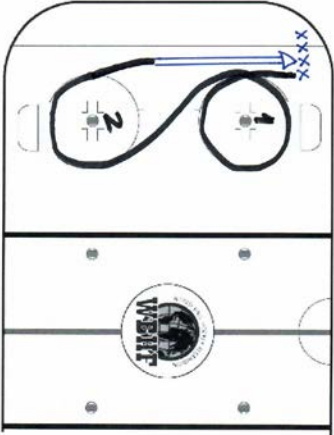
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SKILL	DESCRIPTION	TIME
<p>Free Run</p>	<p>1. As each player steps onto the floor they are given a ball. Run clockwise along the boards. On the whistle, the player must bounce the ball off the boards slightly ahead and maintain control, repeating for duration of this segment.</p>	<p>5 minutes</p>
<p>Ball handling (review)</p> 	<p>1. Two stations, 5 minutes at each. Change stations on a whistle from Leader.</p> <p>Station 1: (One of the end zones)</p> <ol style="list-style-type: none"> 1. With a ball, players run around circle-1 (two and a half times) and then around circle-2 (two times). 2. Send 2-3 players at a time. 3. Repeat 2-3 times. <p>Station 2: (One of the end zones)</p> <ol style="list-style-type: none"> 1. Player controls ball while weaving through pylons running forward. 2. Player turns at pylon in the corner and runs backwards controlling the ball to the other side, then turn forward to repeat. 	<p>10 minutes</p>

LESSON 6

SKILL	DESCRIPTION	TIME
<p>Ball handling and Forward passing (review)</p> 	<ol style="list-style-type: none"> 1. Line up players along the boards in one corner. 2. Send first player with a ball running around the circle then crossing to the other circle on the reverse side. 3. First player runs half way back then passes the ball to the second player. 4. A third player can be sent with a ball when the first player reaches the second circle to keep more players active on the floor during this drill. 	10 minutes
<p>Control ball with feet (introduce)</p>	<ol style="list-style-type: none"> 1. Demonstrate and review key instructional points. 2. Cross the rink using feet to control ball. <ol style="list-style-type: none"> a. Keep ball in feet at all times. b. Kick ball slightly ahead of you (one meter). Alternate feet going across floor. 3. Repeat each 2-3 times. 	5 minutes
<p>Ball handling Combinations (introduce)</p>	<ol style="list-style-type: none"> 1. Starting at sideboards the players cross the floor by: <ol style="list-style-type: none"> a. Stickhandling half way, drop ball into feet and control ball with feet the last half. b. Control ball with feet for first half and kick ball up to the stick for second half. c. Control with stick – drop ball into feet, kick once with the left foot and once with the right foot up to the stick and across the floor. d. Repeat each 3-4 times. 	5 minutes



LESSON 6

SKILL	DESCRIPTION	TIME
Game Time	Cross floor mini game as per Lesson 3	10 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

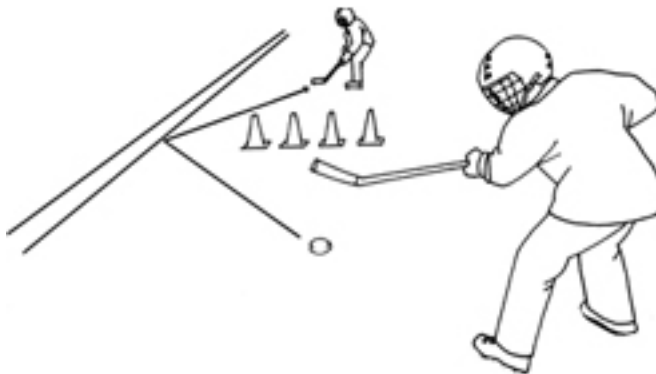
LESSON 7

SPECIFIC OBJECTIVES

- 1 Review stationary passing, (Lesson 3).
- 2 Review running and passing, (Lesson 3).
- 3 Introduce lead pass to a moving target.
- 4 Introduce bank pass to partner.

KEY INSTRUCTIONAL POINTS

1. **Running and passing:**
 - a. Remember key points running with the ball in Lesson 1.
 - b. Remember key points on forehand pass and backhand pass (Lesson 3)
2. **Lead pass to a moving target:**
 - a. Fastest way to advance ball up the floor to a teammate is by passing it.
 - b. Passer must develop quick reaction to passing opportunities.
 - c. Passer can not telegraph pass.
 - d. Passer must be able to watch receiver and gauge his distance and speed while controlling the ball.
 - e. Pass to a spot ahead of your teammate so that he can run into the moving ball. Called “leading the player” with the pass.
3. **Board pass to partner:**
 - a. Make boards work for you in passing the ball.
 - b. Used frequently by defenseman in their own zone.
 - c. Useful when a defender is between you and your receiver.
 - d. A ball passed off the boards rebounds away at the same angle. In other words, the angle onto the boards equals the angle off of the boards.



TEACHING TOOLS NEEDED

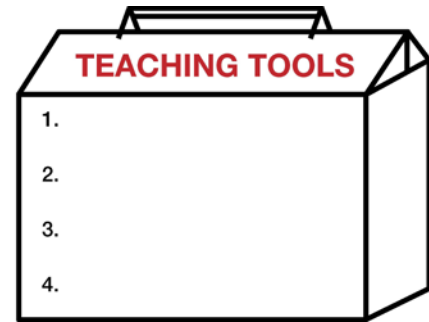
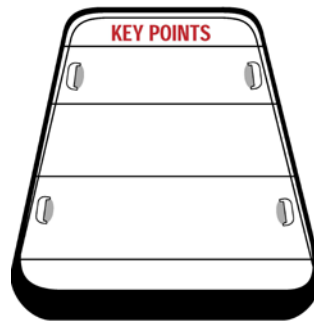
- 1 Pylons
- 2 Ball hockey balls
- 3 Cross-floor rink boards

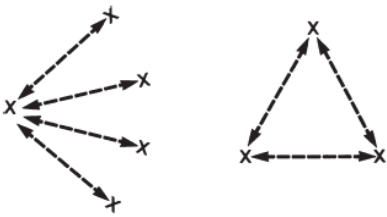
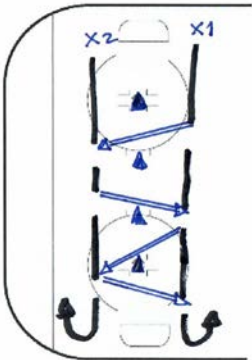
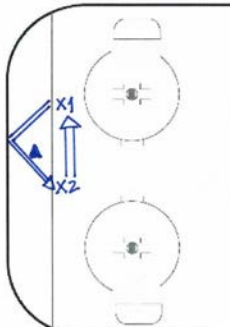
LESSON 7

LEADER: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
<p>Free Run</p>	<p>1. Players run freely executing stops and starts while maintaining control of the ball. The players can also incorporate ball control with the stick and feet.</p>	<p>5 minutes</p>
<p>Stationary Passing (review)</p> 	<p>1. Players in groups of 4-5. a. One player faces others who are fanned out. b. Passes made back and forth. c. Change leader regularly.</p> <p>2. Players in groups of three. a. Player receives a pass, performs a turn and passes to one of the partners.</p>	<p>10 minutes</p>
<p>Lead Pass (introduce)</p> 	<p>1. Set pylons across rink about 5 meters apart. 2. Arrange players in two rows, one on each side of the pylons. Player-1 with a ball and Player-2 without a ball. 3. The players advance passing the ball to the other as they pass each cone. The pass should be 2 meters ahead of the receiving player. 4. Return and repeat.</p>	<p>10 minutes</p>
<p>Bank pass to partner (introduce)</p> 	<p>1. Review and demonstrate key instructional points. 2. Set up cones along the boards as diagrammed, one cone for each pair of players. 3. Player-1 passes the ball off the boards to Player-2. 4. Player-2 then passes back to Player-1. 5. Repeat for 5 minutes then reverse so that Player-1 receives bank pass from Player-2.</p>	<p>10 minutes</p>



LESSON 7

SKILL	DESCRIPTION	TIME
Game Time	Cross floor mini game from Lesson 3	10 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

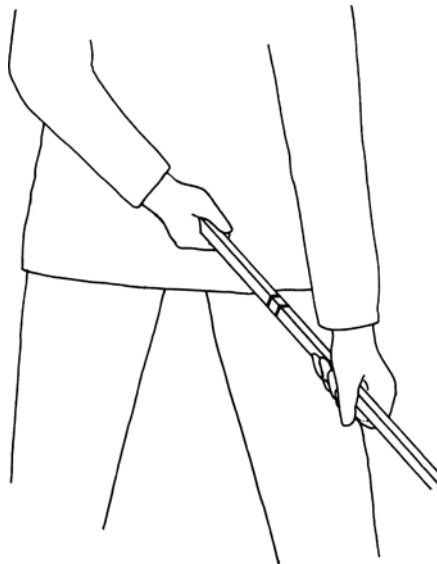
LESSON 8

SPECIFIC OBJECTIVES

- 1 Review forehand and backhand sweep shot, (Lessons 3 and 4).
- 2 Review running and passing, (Lesson 3).
- 3 Review running and shooting against the boards.
- 4 Introduce use of wrists in shooting.

KEY INSTRUCTIONAL POINTS

1. Use of wrists:
 - a. Same steps as sweep shot.
 - b. Wrists are cocked until the moment of release and then snapped through.



TEACHING TOOLS NEEDED

- 1 Ball hockey balls
- 2 Pylons
- 3 Cross-floor rink boards

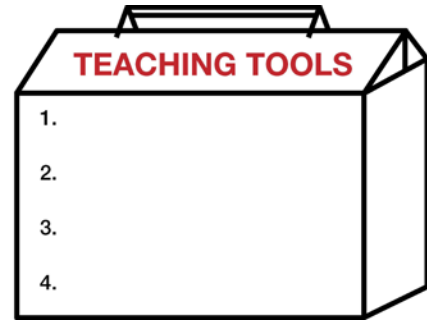
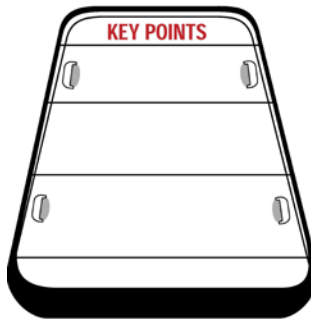
LESSON 8

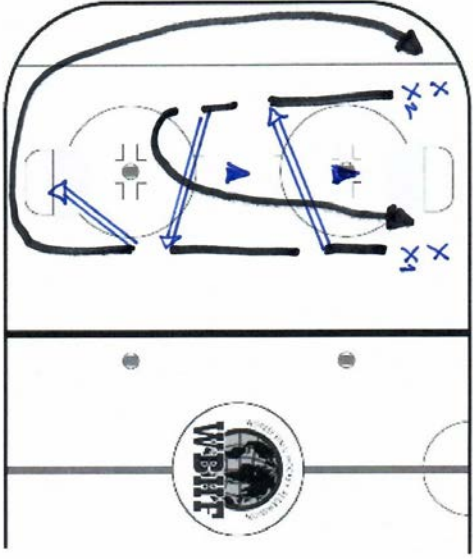
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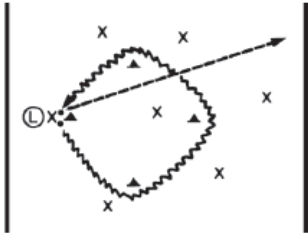
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SKILL	DESCRIPTION	TIME
Free Run	Each player with a ball. Players can go in any direction but must be in control of the ball. Control ball by using stick and feet. Incorporate stopping and starting while controlling the ball.	5 minutes
Forehand and Backhand Sweep Shot (review)	Same drill as Lessons 3 and 4. Spend half the time on forehand and half on the backhand.	5 minutes
Wrist Shot (introduce)	<ol style="list-style-type: none"> 1. Players with ball standing 4 meters out from boards. 2. Practice shooting at spot on boards. Important to work at snapping your wrists. 	5 minutes
Run and Shoot (introduce)	<ol style="list-style-type: none"> 1. Two pylons are arranged, one against the boards, the second 5 meters away from the boards. 2. Player runs with the ball from far side of the area to the first pylon, then shooting at the second pylon without stopping motion. 3. Player picks up the loose ball and returns to the far boards to repeat. 	5 minutes
Run – Pass – Shoot (introduce) 	<ol style="list-style-type: none"> 1. Two pylons are arranged as per the diagram. 2. Player-1 advances with a ball and passes to Player-2 after the first pylon. 3. Player-2 returns the pass after the second pylon. 4. Player-1 then shoots on the net without stopping motion. 5. Players cross over and join the back of the opposite lines. 	15 minutes



LESSON 8

SKILL	DESCRIPTION	TIME
<p>Game Time</p> 	<p>Hockey Baseball:</p> <ol style="list-style-type: none">1. Can be played in three areas.2. Divide players into two teams.3. Batter has two balls at home plate. One is shot into the field and the other is stick handled around the four markers and back home.4. Fielders must retrieve ball and run with it to first, second, or third base and then pass to instructor who is the catcher. If ball arrives before the batter he is out.5. Every player gets up once and then teams change positions.	10 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON 9

SPECIFIC OBJECTIVES

- 1 Review running and passing, (Lesson 1).
- 2 Introduce flip pass.
- 3 Review running and shooting, (Lesson 8).
- 4 Introduce flip shot.
- 5 Introduce faking – running fake.

KEY INSTRUCTIONAL POINTS

- 1 **Flip Pass:** *NOTE: Players should be in running shoes using a ball.*



- a. Ball starts on the heel and moves forward towards the toe of the stick.
- b. Action is upward and forward with a follow through towards the target.
- c. In order to land flat on the floor and make it easy to receive, the ball must have a spinning action when in flight. (Start ball on heel of stick.)

2. **Running and Passing:** *NOTE: Players should be in running shoes using a ball.*

- a. Review points on passing and receiving forehand, backhand and lead pass.
- b. Review points on running with ball.

LESSON 9



3. Flip Shot:

A technique used to hit the upper corners of the net from close in, or to lift the ball over the sprawling goalkeeper.

- a. Ball is on the toe of the stick blade which is near the front foot.
- a. Lift is given by tilting the blade so that only its bottom edge contacts the ball.
- c. Deliver from in front of the body with a scooping action of the stick by the wrists.
- d. Need a quick snap of the wrists and a high follow through.

Backhand is similar, except ball is closer to the heel of the blade to get better action.

4. Running Fake:



Two types of running fakes.

- a. Change of pace:
 - i) To change pace, increase or decrease the shove of your pushing leg.
- b. Body deke:
 - i) Drop your head, shoulder, or hips, one way, then move the other.

TEACHING TOOLS NEEDED

- 1 Pylons
- 2 Ball hockey balls
- 3 Coloured tape
- 4 Cross-floor rink boards

LESSON 9

LEADER: _____

TEAM: _____

DATE: _____

TIME: _____



SKILL	DESCRIPTION	TIME
Free Run	Players run around the playing area bouncing the ball off the boards to themselves.	5 minutes
Flip Shot Station (introduce)	<ol style="list-style-type: none"> 1. Review and demonstrate key points. 2. Each player with a ball stand 1.5 meters from boards. 3. Practice flip shot against boards. 4. Work on both forehand and backhand. 	5 minutes
Running Fakes (introduce)	<ol style="list-style-type: none"> 1. Setup 2 pylons 10 meters apart in the center of the floor area. 2. Players arranged in groups against sideboards, each with a ball. 3. On signal run to first pylon and slow down. Then accelerate at second pylon (change of pace). 4. Also work on body deke. 	10 minutes
Pass – Run – Shoot (review)	Repeat similar drill as Lesson 8.	10 minutes
Flip Pass (introduction)	<ol style="list-style-type: none"> 1. Players partner off 2-3 meters apart. 2. Practice flip pass to partner. 3. Try both forehand and backhand. 	5 minutes



LESSON 9

SKILL	DESCRIPTION	TIME
Game Time	Cross floor mini game same as Lesson 3	10 minutes

LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

LESSON 10

SPECIFIC OBJECTIVES

1. Refine bank pass.
2. Review pass-run-shoot.
3. Review stationary wrist shot, (Lesson 8).
4. Introduce pass receiving in feet.
5. Introduce backhand flip shot.

KEY INSTRUCTIONAL POINTS

1. Wrist Shot:

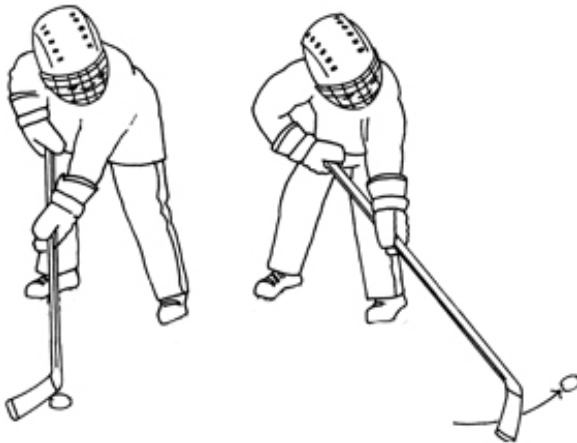
- a. Same steps as sweep shot.
- b. Wrists are cocked until the moment of release and then snapped through. Top hand snaps forward then back towards the body while the wrist is rapidly extended; the bottom wrist flexes and whips stick through towards the target.

2. Pass receiving in feet:

- a. Move the foot so that it is perpendicular to the direction of the pass.
- b. Follow the ball onto the foot with your eyes.
- c. Kick ball up ahead onto your stick.

3. Backhand Flip Shot: *NOTE: Players should be in running shoes using a ball.*

The teaching points are similar to the forehand flip shot except the ball is started further back on the blade.



TEACHING TOOLS NEEDED

1. Ball hockey balls
2. Pylons
3. Tape
4. Cross-floor rink boards

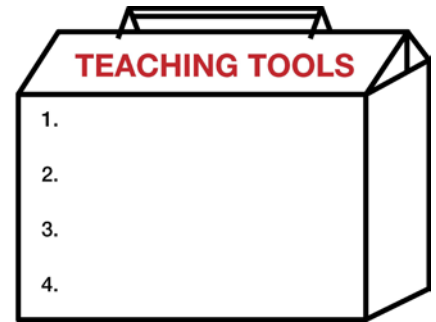
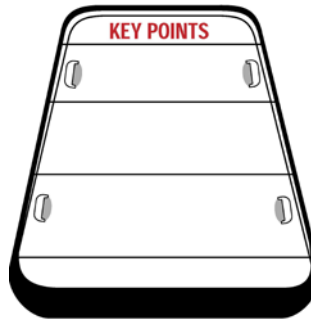
LESSON 10

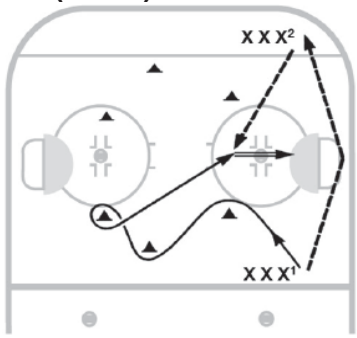
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TIME: _____



SKILL	DESCRIPTION	TIME
<p>Free Run</p>	<p>1. Players pair up and run counter-clockwise passing the ball back and forth. At each end the players switch positions. The player on the inside goes behind the net and up the boards. The player on the boards cuts in front of the net and up the inside.</p>	<p>5 minutes</p>
<p>Backhand Flip Shot (introduce)</p>	<p>1. Each player with a ball, find an area along boards. 2. Execute a backhand flip shot against the boards.</p>	<p>5 minutes</p>
<p>Bank Pass-Run-Shoot (refine)</p> 	<p>Divide players into three stations – ten minutes at each station.</p> <p>Station 1: (One end zone.)</p> <ol style="list-style-type: none"> X1 gives a bank pass behind the net to X2. X1 weaves through the pylons as diagrammed and heads for the goal. X2 passes the ball to X1. X1 shoots and goes to end of X2 line. X2 then gives bank pass. 	<p>30 minutes</p>
<p>Pass Receiving in Feet (introduce)</p> <p>Stationary Wrist Shot (review)</p>	<p>Station 2: (Neutral zone.)</p> <ol style="list-style-type: none"> Players partner up about 6 meters apart. Player-1 passes the ball to Player-2. Receive the ball with right foot. Stop ball and kick it out to your stick. Use both feet when receiving pass. Should be done in a stationary position. <p>Station 3: (End zone.)</p> <ol style="list-style-type: none"> Each player with a ball. Find room around the boards and stand 4 meters out from boards. Pick a spot on the boards (this could be marked with tape) and practice the wrist shot. 	



LESSON 10

SKILL	DESCRIPTION	TIME
Game (review)	Mini-game same as Lesson 3	5 minutes

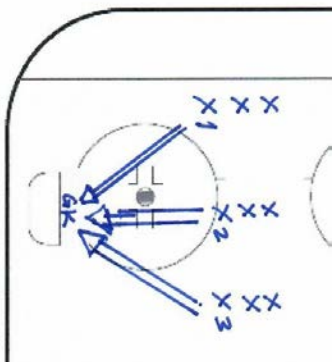
LESSON SUMMARY

Successes: _____

Areas of Improvement: _____

ADVANCED LESSONS

GOALKEEPER WARM-UP

SKILL	DESCRIPTION	TIME
Stationary Shooting on Goalie 	<ol style="list-style-type: none"> 1. Players will be split into 3 groups as per diagram 10 meters from the goal net. 2. Goalkeeper should stand 0.5 meter out from the net and face directly at the shooter, moving slightly from right to left as he faces the shooter from each line. 3. Player-1 will stand and shoot first. 4. Player-2 will wait for goalkeeper to move and set, then shoot. 5. Player-3 will wait for goalkeeper to move and set, then shoot. 6. Repeat from Group-1 and continue. 	5 minutes
Shooting on Goalie with players in motion	<ol style="list-style-type: none"> 1. From the same groups, rotating from group to group, the player will advance with the ball towards the goalkeeper and either shoot while running or try to deke the goalkeeper to score. 2. The next player will give the goalkeeper time to reset before advancing. 	5 minutes
Run-Pass-Shoot with Goalie	Repeat Lesson 8 drill but this time with goalkeeper in the net.	5 minutes

DEFENDING

SKILL	DESCRIPTION	TIME
Run-Shoot with Goalie and One Defender	<ol style="list-style-type: none"> 1. 1 attacking player will start on far side moving towards the goalkeeper. 2. One defending player will be moving backwards while facing the attacking player, being careful not to back to deeply as to cause his goalkeeper to be crowded. 3. The attacking player will attempt to deke around the defending player to get a shot on net. 4. The defending player will attempt to intercept the shot by staying ahead but always between the attacking player and his goalkeeper. 	As required
Run-Pass-Shoot with Goalie and One Defender	<ol style="list-style-type: none"> 1. 2 attacking players will start on far side moving towards the goalkeeper, passing the ball to each other along the way. 2. One defending player will be moving backwards while facing the attacking players, being careful not to back to deeply as to cause his goalkeeper to be crowded. 3. The defending player will attempt to intercept a pass or force a shot by staying ahead but always between the attacking players. 	As required

ADVANCED LESSONS

FORWARDS & DEFENCE

Regardless of the format of play, whether 4 v 4, 5 v 5 or 6 v 6, teams are always comprised of forwards, defencemen and a goalkeeper on the floor at any point during the game.

In the large full hockey arena format (6 v 6), the positions are as follows:

- **Center** - This player plays in the middle forward position and usually leads the forward line when attacking the opponent's goal to score. The center also sets up plays for their teammates to score goals in the opposing zone and takes the face-offs.
- **Right/Left Wing** - The "*wingers*" play on the right and left side of the center. They cover their areas as the forward line enters and plays in the opposing zone. If you are a winger, you should always be looking for an open space, either ahead of the center to receive a pass or behind the center to send a pass.
- **Defensemen** - Left/Right Defense - The defensemen usually play behind the forward line so that they can keep the ball in the opposing zone. This way, they can more easily defend their own goal when the play returns to their zone. There are two (D) defensemen, right defense and left defense.
- **Goaltender** - The goalie's job is to stay in or near their goal area (the crease) and stop the other team from scoring.

SKILL	DESCRIPTION	TIME
Run-Pass-Shoot with Goalie and Two Defenders	<ol style="list-style-type: none">1. 3 attacking forwards will enter the offensive zone, passing the ball to each other along the way.2. Two defending players will be moving backwards while facing the attacking players, being careful not to back too deeply as to cause his goalkeeper to be crowded.3. The defending players will attempt to intercept a pass or force a shot by staying ahead but always between the attacking players.	As required