

	<p>The following statement emphasizing the importance of skill progressions has been developed by USA Hockey's Coaching Program and Curriculum Advisory Group:</p> <p><i>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.</i></p> <p>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.</p> <p>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.</p>
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Coaches- these are the skills that you should be imparting to the kids on your team.

Parents- these are the focus items for your son/daughter this year that are being worked on by your team's coaching staff. You can help in many of the areas such as goal setting (lead), nutrition (lead), fitness training (assist), and character development and life skills (assist).

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
 - a. face-offs
 - b. off-sides
 - c. icing
 - d. body checking
 - e. checking from behind
2. Common Infractions
 - a. boarding
 - b. charging
 - c. cross checking
 - d. elbowing
 - e. holding
 - f. kneeing
 - g. falling on the puck
 - h. high sticking
 - i. hooking
 - j. interference
 - k. slashing
 - l. tripping
3. Penalties
 - a. minor
 - b. major
 - c. misconduct
 - d. match
 - e. penalty shot
 - f. checking from behind

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.
 - a. **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:
 - a. long term one season
 - b. intermediate 6 - 10 games or practices
 - c. 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.
 - a. **Example:**
 - i. show intensity during practices and games
 - ii. 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
 - a. edge control
 - b. ready position
 - c. forward start right/left
 - d. forward stride
 - e. one-foot stop
 - f. backward skating
 - g. forward crossover
 - h. backward crossover
 - i. Mohawk
 - j. lateral skating
 - k. backward cross-under start
 - l. backward two-skate stop
 - m. backward power stop (one skate)
2. Puck Control
 - a. forehand shift
 - b. backhand shift
 - c. change of pace
 - d. slip through
 - e. slip across
 - f. puck off the boards
 - g. puck protection
 - h. give and take
 - i. backward puck control
3. Passing and Receiving
 - a. forehand
 - b. backhand
 - c. snap
 - d. receiving with the stick
 - e. receiving with the skate
 - f. receiving with the hand
 - g. surround the puck
 - h. one-touch pass
 - i. indirect (board) pass
 - j. flip - saucer pass (forehand and backhand)
 - k. wrap around
 - l. breakout
 - m. alley-oop

4. Shooting
 - a. wrist
 - b. backhand
 - c. snap
 - d. flip
 - e. slap
 - f. fake shot
 - g. rebounding
 - h. tipping
5. Checking
 - a. poke check
 - b. stick press
 - c. lift the stick check
 - d. covering
 - e. receiving a check
 - f. body check
 - g. angling - steering – deflecting
 - h. gap control
6. Goalkeeping
 - a. parallel shuffle
 - b. lateral t-glide
 - c. forward and backward moves
 - d. glove save
 - e. leg save
 - f. skate save
 - g. stacking save
 - h. “V” drop
 - i. playing the angles
 - j. rebounds
 - k. situations

Team Play

Players should understand and learn:

1. Offense
 - a. offense in the defensive zone
 - b. offense in the neutral zone
 - c. offense in the offensive zone
 - d. power play systems
 - e. face-offs
 - f. one-on-one confrontations
 - g. two-on-one confrontations
 - h. entering the zone

2. Defense
 - a. territorial defense
 - b. one-man fore-checking
 - c. two-man fore-checking
 - d. back-checking
 - e. center-on-point defensive coverage
 - f. wings-on-point defensive coverage
 - g. man-short situations
 - h. one-on-one confrontations
 - i. shot blocking

Nutrition

FOUR BASIC FOOD GROUPS EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY

1. **Food Group Servings; Per Day; Food Sources**
 - a. **Meats 2-4** Lean meat, fish, liver, poultry (skin alternative removed), low-fat cheeses, eggs, peas, beans, nuts
 - b. **Milk Products 2-6** Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes
 - c. **Grain Products 8-15** Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins
 - d. **Fruits & Vegetables 8-15** Fruits and vegetables - fresh, dried, Vegetables frozen, canned and in juices
2. Players should understand the importance of hydration before, during and after practices and games.
 - a. 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.
 - b. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.
 - c. 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, and pasta) while avoiding those foods with high sugar content.
3. 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
 - a. slideboard
 - b. puck handling with whiffle ball
 - c. shooting range
 - d. 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
7. the concept of RICE for treating injuries:
 - a. R rest
 - b. I ice
 - c. C compression
 - d. 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