

# Skill Progressions For Inline Hockey Player And Coach Development



# *USA Hockey InLine*

## **Skill Progressions For Inline Hockey Player And Coach Development**

*First Edition*



USA Hockey InLine would like to acknowledge the USA Hockey Coaching Education Program. The majority of the content within this publication was drawn from the Coaching Education Program's publication "Skill Progressions For Player And Coach Development."

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Dear Coach/Player/Parent:

On behalf of Easton and USA Hockey InLine, we would like to congratulate you in your attempt to become a more knowledgeable and better skilled inline hockey enthusiast.

The USA Hockey InLine Coaching Education Program has created this publication in an effort to further the communication and learning for players, coaches and parents. This publication should serve as a guide to all those who have asked one of the more common questions regarding inline hockey: “what skills/abilities should an inline hockey player possess at a given age?”

For a *coach*, the content within this publication should allow the individual to create a practice plan best suited for his/her team.

For the *player*, the content should serve as a self-motivational tool, providing the individual with an outline of skills which need to be learned to further their individual abilities in the game of inline hockey.

For the *parent*, the content of this publication serves as a reference to what your child has either learned, is currently learning, or will be asked to learn in the future.

Lastly, please remember that this publication is a “reference guide,” realizing that some players abilities will be “ahead” and some “behind” what is outlined within this publication.

A special thanks to the individuals who assisted in the creation of this document, including the USA Hockey Coaching Education Program.

Dan Brennan  
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## AREAS OF SKILL PROGRESSIONS

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



Steve Wolmann



# USA HOCKEY INLINE SKILL PROGRESSIONS

The purpose of the Skill Progressions Guide is to help players and coaches identify the skills players should be working on to excel in their age division. The guide is a tool for the player to improve and understand expectations so coaches and parents/guardians can keep a player's progress in perspective. The guide also provides the opportunity to look toward the future and set goals for players in skill development so they can continue to excel as they grow older.

The Skill Progressions Guide should be used as a reference only. It is not the absolute standard when it comes to skill development in inline hockey. Coaches need to know every player's development level, and utilize the guide accordingly.

Participation, fun and sportsmanship are the main focus of the Skill Progressions Guide. Coaches can use the guide to prepare practice plans and increase the level of enjoyment for all those who participate. The Skill Progressions Guide can also enhance the player/coach relationship, and help the parents/guardians follow their child's progress.

All skills and tips mentioned in this publication are described in detail in the [USA Hockey InLine Fundamentals of Coaching Inline Hockey Book Two](#).



To obtain a copy of this or any other USA Hockey InLine publication, please contact USA Hockey InLine at (719) 576-USAH.

# MITE SKILL PROGRESSIONS

## 8-AND-UNDER





## MITE SKILL PROGRESSIONS (8-And-Under)

At the Mite level, players should focus on the skill progressions listed below:

### Knowledge

Players should know:

1. Rules
  - no off-sides
  - no clearing
  - 4 players and a goalie
  - no slap shots in the 8-and-under age division
2. Common Infractions
  - tripping
  - checking
  - unsportsmanlike conduct
  - holding
  - high sticking
  - slashing
  - elbowing
3. Penalties
  - minor
  - major plus a game misconduct

### Goal Setting

Players should:

1. Establish specific and attainable performance goals that are written, shared with parents and encouraged and monitored by coaches. These goals need to have flexibility and be revised when improvement is noted or when goals appear too difficult. Goal setting is used to promote and provide focus toward development.
2. Divide performance goals into two categories:
  - practice performance
  - game performance





## Individual Inline Hockey Skills

Players must develop and master:

1. Skating
  - ready position
  - wheel control — inside wheel, outside wheel
  - forward start
  - forward stride
  - T-stop, foot drag, power turn hockey stop
  - power turn
  - backward skating
  - backward two-foot stop
  - forward crossover — both directions
2. Puck/Ball Control
  - lateral stickhandling — cupping the blade of the stick over the puck/ball
  - forward-to-backward stickhandle
  - stickhandling in a stationary triangle formation
  - side-to-side across the body stickhandling
3. Passing and Receiving
  - cupping the blade over the puck/ball when passing
  - forehand
  - backhand

*Passing*

  - eye contact
  - cup the puck with the blade of the stick
  - weight transfer
  - sweep the pass

*Receiving*

  - eye contact
  - give target and cushion the pass
  - keep toes pointing in the direction you would skate even while practicing in a stationary position
4. Shooting
  - wrist shot
  - backhand





5. Stick Checking
  - poke check
  - hook check
  - lift the stick check
6. Goaltending
  - basic stance
  - lateral movement (T-glide)
  - backward C-carve
  - stick save
  - glove and blocker save
  - playing angles

### **Team Play**

Players must understand and learn:

1. Offense
  - positional play in the offensive zone (1-3 or 2-2 formation)
  - support and cover if the defensemen move into the play
2. Defense
  - positional play in the defensive zone
  - man-to-man coverage

### **Nutrition**

Players should:

1. Understand the importance of proper hydration before, during and after a game or practice.
2. For evening practices and games, eat a normal breakfast and lunch. Snack lightly before the practice/game and eat a bigger meal afterward.
3. For early morning practices and games eat lightly at breakfast.





## **Fitness and Training**

Players should learn:

- warm-up exercises
- cool down exercises
- stretching exercises
- flexibility exercises
- agility exercises
- fun games — relays

## **Injury Prevention**

Players should be introduced to:

- the importance of warming up, cooling down and daily stretching
- proper hydration especially those who play outdoors in the summer

## **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 the game. Coaches should encourage players to learn from mistakes and stress the importance of maintaining composure afterward.

## **Character Development and Life Skills**

Players must learn:

- they are part of a team
- to have respect for teammates, coaches, opponents, officials and parents/guardians
- team rules
- self control and discipline
- to put forth their best effort at all times
- respect for authority
- to develop a strong work ethic
- commitment to a team through parents support





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# SQUIRT SKILL PROGRESSIONS

## 10-AND-UNDER





## SQUIRT SKILL PROGRESSIONS (10-And-Under)

At the Squirt level, coaches should encourage and teach players the following skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - face-offs
  - no body checking
  - no slap shots in the 10-and-Under age division
2. Common Infractions
  - unsportsmanlike conduct
  - tripping
  - hooking
  - high sticking
  - holding
  - cross checking
  - elbowing
  - body checking
  - interference
3. Penalties
  - minor
  - major plus a game misconduct
  - match

### **Goal Setting**

Players should:

1. Establish specific and attainable performance goals that are written, shared with parents and encouraged and monitored by coaches. These goals need to have flexibility and be revised when improvement is noted or when goals appear too difficult. Goal setting is used to promote and provide focus toward development.





2. Divide performance goals into two categories:
  - practice performance
  - game performance
3. Be able to engage in evaluations of performances at practices and games. Coaches need to be flexible and adjust game and practice goals based on informal evaluations.

### **Individual Inline Hockey Skills**

Players must develop and master:

1. Skating
  - ready position
  - wheel control
  - T-stop and the inline hockey stop
  - forward start
  - crossover start (both directions)
  - backward skating
  - backward stops
  - forward and backward crossover
  - forward-to-backward turn
  - backward-to-forward turn
2. Puck/Ball Control
  - Stationary*
    - lateral side-to-side stickhandle
    - forehand-to-backhand stickhandle
    - triangle stickhandle — stickhandle and make the shape of a triangle on the surface
    - scoop to the toe of the blade then back to the middle
    - change of pace — fast, slow, fast
  - Moving*
    - puck/ball protection
    - accelerating with puck/ball
    - skating in traffic
    - skating in traffic with coaches checking the puck/ball away
    - keep away





3. Passing and Receiving
  - cupping the blade over the puck/ball when passing
  - forehand
  - backhand
  - flip or cut pass — forehand and backhand
  - receiving with the stick
  - receiving with the skate
  - indirect pass using the boards
4. Shooting
  - wrist
  - backhand
  - flip
  - screen and deflection
  - rebounding
5. Stick Checking
  - poke check
  - hook check
  - lift the stick check
  - covering and body angling
6. Goaltending
  - basic stance
  - butterfly style
  - lateral T-glide
  - backward C-carve
  - forward and backward moves
  - playing angles
  - stick save
  - glove save
  - blocker save
  - body save
  - leg save
  - stacking the pads
  - rebounds





## **Team Play**

Players must understand and learn:

1. Offense
  - positional play in the offensive zone
  - offensive transition in the defensive zone
  - breakouts
  - box offense
  - player rotation in the offensive zone
  - position covering for the lead puck/ball carrier
  - one-on-one confrontations
2. Defense
  - defensive positional play in the defensive zone
  - man-to-man coverage
  - one and two player forecheck
  - transition defense in the offensive zone
  - back checking

## **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. Snack lightly before the practice/game and eat a bigger meal afterward.
3. For early morning games and practices, eat lightly at breakfast. After practices or the game, eat a snack.
4. For tournaments, when playing 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.





## **Fitness and Training**

Players should learn:

- warm-up exercises
- cool down exercises
- stretching exercises
- flexibility exercises
- agility exercises
- activities to improve balance on and off the surface
- eye-hand coordination activities
- fun games — relays
- jump rope activities

## **Injury Prevention**

Players should be introduced to:

- the importance of warming up, cooling down and daily stretching
- proper care of equipment
- proper fitting equipment
- rink safety
- the importance of playing the game hard but also in control

## **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 the game. Coaches should acknowledge that mistakes help the player improve and stress the importance of maintaining composure afterward.
3. Understand the benefits and use of positive reinforcement. Realize that positive statements help reduce stress, enhance self-image, enhance the team's image, and can increase the enjoyment of games and practices for all participants.



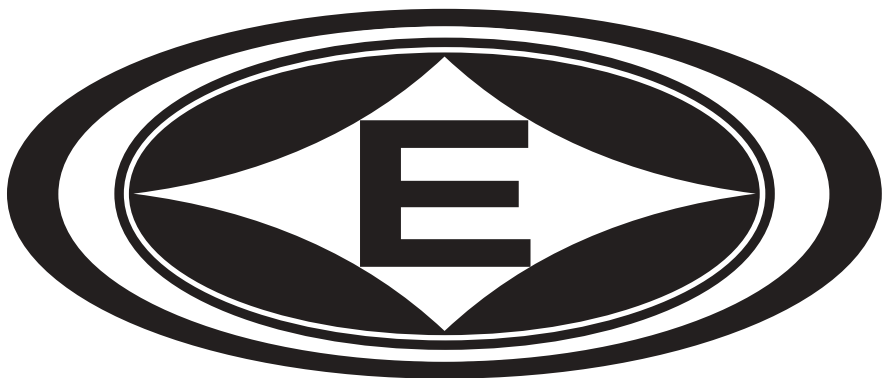


## Character Development and Life Skills

Players must learn to:

- demonstrate high levels of sportsmanship
- have respect for teammates, coaches, opponents, officials and parents/guardians
- demonstrate an ability to balance school and outside activities
- be on time for games and practices through parents'/guardians' support
- understand they are in control of their decisions and to "Just Say No" to drugs and other harmful substances





**EASTON**

# PEE WEE SKILL PROGRESSIONS

## 12-AND-UNDER





## PEE WEE SKILL PROGRESSIONS (12-And-Under)

At the Pee Wee level, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - face-offs
  - no off-sides
  - no illegal clearing
  - no body checking
  - slap shots are permitted
2. Common Infractions
  - tripping
  - checking
  - unsportsmanlike conduct
  - holding
  - high sticking
  - slashing
  - elbowing
3. Penalties
  - minor
  - major plus game misconduct
  - match
  - penalty shot

### **Goal Setting**

Players should:

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





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 performances at practices and games. 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 Inline Hockey Skills**

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

1. Skating
  - wheel control
  - ready position
  - forward start right/left
  - forward stride
  - T-stop
  - backward skating
  - forward crossover
  - backward crossover
  - forward-to-backward pivot
  - backward-to-forward pivot
  - backward cross-under start
2. Puck/Ball Control
  - cupping the blade over the puck/ball
  - forehand shift
  - backhand shift
  - change of pace





- puck off the boards
  - puck protection
  - give and take
3. Passing and Receiving
- forehand
  - backhand
  - snap
  - receiving with the stick
  - receiving with the skate
  - receiving with the hand
  - one-touch pass
  - indirect (board) pass
  - flip/saucer pass — forehand and backhand
  - drop pass
4. Shooting
- wrist
  - backhand
  - snap
  - flip
  - slap
  - fake shot
  - rebounding
  - tipping
5. Checking
- poke check
  - hook check
  - stick press
  - lift the stick check
  - covering
  - angling — steering — deflecting
  - gap control
6. Goaltending
- parallel shuffle
  - lateral T-glide
  - forward and backward moves
  - glove save





- leg save
- skate save
- stacking the pads
- butterfly style
- 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
- back checking
- man-to-man coverage
- zone coverage
- man-short situations
- one-on-one confrontations
- shot blocking

## **Nutrition**

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. Snack lightly before the practice/game and eat a bigger meal afterward.





3. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.
4. When playing 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.

### 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





## **Fitness and Training**

Players should learn:

- light calisthenics
- balance exercises
- flexibility exercises
- agility exercises
- coordination exercises
- quickness activities
- team games
- sprint workouts
- relays and obstacle course activities
- upper body strength; body resistant activities only
- dryland skill development
  - slideboard
  - puckhandling with whiffle ball
  - shooting range
  - passing

## **Injury Prevention**

Players should know:

- proper care of equipment
- proper fitting of equipment
- rink safety
- safety precautions for practices
- the importance of warming up, cooling down and daily stretching
- the concept of R.I.C.E. 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:

- respect teammates, coaches, opponents, officials and parents/guardians
- demonstrate an ability to balance school and outside activities
- be on time for games and practices
- understand only they can “Just Say No” to drugs and other harmful substances.
- understand and take responsibility for performances at games, practices and school.
- not be influenced by the negative behavior or actions of teammates



# BANTAM SKILL PROGRESSIONS

## 14-AND-UNDER





## BANTAM SKILL PROGRESSIONS (14-And-Under)

At the Bantam level, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - face-offs
  - no body checking
  - player conduct
2. Common Infractions
  - hooking
  - high sticking
  - tripping
  - interference
  - body checking
  - slashing
3. Penalties
  - unsportsmanlike conduct
  - misconduct
  - penalty shot

### **Goal Setting**

Players should:

1. Set written goals that encompass a variety of areas in 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 pre- and post-practice attitude
  - note pre- and post-game attitude
  - positive self talk for the day
  - nutrition record

### **Individual Inline 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/Ball Control
  - cupping the blade over the puck/ball
  - change of pace
  - through opponent's stick
  - through opponent's legs
  - head fake
  - fake shot
  - spin around
  - stop and go
  - puck protection
3. Passing and Receiving
  - cupping the blade over the puck/ball
  - receiving with the skate
  - receiving with the hand





- one-touch pass
- indirect (board) pass
- flip/saucer pass — forehand and backhand
- breakout — direct pass
- breakout with wrap around pass
- drop pass

#### 4. Shooting

- wrist
- backhand
- snap
- flip
- slap
- one-timer
- tipping
- rebounding
- approach to net
- close-in shots

#### 5. Checking

- covering
- gap control
- angling
- back checking
- angling — steering — deflecting

#### 6. Goaltending

- skate save
- stacking the pads
- butterfly style
- playing angles
- 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 offensive zone
  - power play systems
  - face-offs
  - principles — pressure, transition, support, control
  - cycling
2. Defense
  - one-man forecheck
  - two-man forecheck
  - man-on-man system
  - zone coverage
  - forwards-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**

<b>Food Group</b>	<b>Servings Per Day</b>	<b>Food Sources</b>
Meats & Alternatives	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, sherbert, 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. Know to drink fluids before, during and after games and practices. Additionally, 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:

- overloading principles
- flexibility exercises





- speed workouts
- strength workouts
- aerobic workouts
- anaerobic workouts
- off-surface skill development
  - slide board
  - puckhandling with whiffle ball
  - shooting range
- set realistic goals to improve weaknesses
- understand the importance of improving athleticism

### **Injury Prevention**

Players should know:

- safety precautions for practice
- the importance of warming up, cooling down and daily stretching
- 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., picture scoring a goal or making a big save).
2. Develop a pregame routine.
3. Learn relaxation exercises.
4. Develop confidence, good body posture and appear in emotional control at all times.
5. Focus on things that can be controlled 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 breathing patterns in difficult and tense situations during games and practices.

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

Players must learn:

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



# MIDGET SKILL PROGRESSIONS

## 17-AND-UNDER





## MIDGET SKILL PROGRESSIONS (17-And-Under)

At the Midget level for boys and girls, players should focus on the skill progressions listed below:

### **Knowledge**

Players should know:

1. Rules
  - player conduct
  - no body checking
  - face-offs
2. Common Infractions
  - slashing
  - body checking
  - hooking
  - unsportsmanlike conduct
  - interference
  - holding
3. Penalties
  - penalty shot
  - misconduct
  - match
  - order how combined penalties are served
  - attempt to injure

### **Goal Setting**

Players should:

1. Establish specific and measurable performance goals that are written, shared with the 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 performances at practices and games. Adjust goals based on those evaluations.
4. Set goals that encompass a variety of areas in 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 performance goals, nutrition habits and mental preparation.

### **Individual Inline 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 power, speed, quickness and agility.
  - pivots
2. Puck/Ball Control
  - fake shot
  - spin around
  - slip around
  - double shift





- stop and go
  - change of pace
  - puck/ball protection
3. Passing and Receiving
- cupping the blade over the puck/ball when passing
  - snap
  - receiving with the skate
  - receiving with the hand
  - drop pass
  - one touch pass
  - flip/saucer pass — forehand and backhand
  - breakout
4. Shooting
- wrist
  - backhand
  - snap
  - flip
  - slap
  - one timer
  - roofing
5. Checking
- covering
  - angling
  - stick check
  - positioning
  - closing the gap
  - back checking
  - body position
  - contain/stall
6. Goal Keeping
- playing angles
  - situations
  - rebound control
  - moving behind the net





- stopping the puck/ball 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 offensive zone
- power play systems
- face-offs
- transition
- support
- puck/ball control
- dump ins
- wide rim
- cycling
- attacking the zone

### 2. Defense

- one-man forecheck
- two-man forecheck
- back checking
- forward-on-point defensive coverage
- man-short situations
- pressure
- stall/contain
- support
- transition
- zone coverage
- man-to-man coverage
- backside coverage
- box out





## **Nutrition**

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

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

<b>FOUR BASIC FOOD GROUPS 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 & Alternatives	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 & cheeses, cottage cheese, yogurt, sherbert, ice milk, fruit shakes
Grain Products	8-15	Whole grain and enriched cereals and breads, pasta, pancakes, steamed or broiled rice, crackers, bagels, muffins
Fruits & Vegetables	8-15	Fruits & 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:

### Time To Digest Meals

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

*\*Note: meals high in fat or protein will take longer to digest than those high in carbohydrates.*

### **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:
  - A. Post-Season Recovery
    - active rest
    - recovery
  - B. Conditioning
    - aerobic endurance
    - muscular endurance
    - begin sprint workout
  - C. Strength
    - muscular strength
    - increase muscle mass
    - continue sprint workouts
  - D. Speed/Power
    - sprint
    - begin anaerobic endurance intervals
    - leg power — weights and plyometrics
    - upper body strength
  - E. 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
  - F. In Season
    - maintain upper and lower body strength — with and without weights





## **Injury Prevention**

Players should know:

- safety precautions for practice
- the importance of warming up, cooling down and daily stretching.
- that proper fitness and conditioning is a key element in preventing injuries as well as improving athletic performance
- 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 pregame and post game routine.
3. Learn and practice relaxation exercises.
4. Develop confidence, good body posture and appear in emotional control at all times.
5. Focus on things that can be controlled and give 100% 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 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.





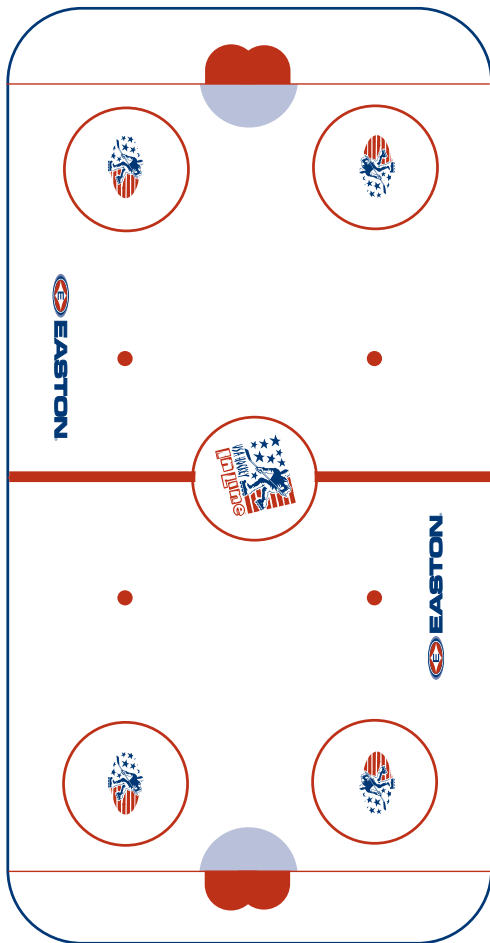
## Character Development and Life Skills

Players must learn to:

- realize the importance of honesty and integrity in and away from the arena
- learn to accept responsibility for actions and athletic performance
- learn coping strategies to deal with peer pressure
- ability to balance school, social activity, sports and family
- develop a sense of team commitment
- not abuse controlled substances and participate in antidrug programs
- appreciate the benefits received from inline hockey and be willing to give back to the sport
- learn the meaning of adversity
- learn to cope with adversity and to meet challenges head on

### NOTES





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