



GENERAL RECOMMENDATION FOR EVALUATIONS OF PARTICIPANTS AGE 7 -10
(Participative, Instructional, FUNdamental Stage)

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
<ul style="list-style-type: none">◆ Present skills that are simple, large motor skills and not harmful to the growing body◆ Include activities that involve aerobic fitness, flexibility, body awareness and movement patterns◆ Emphasize the development of self esteem, confidence, peer interaction and cooperation◆ Emphasize fun, effort, enthusiasm and putting winning and losing in perspective	<ul style="list-style-type: none">◆ Implement simple strategies that encourage the players to take part in the activity and practice their skills◆ Emphasize the learning of skills not the learning of tactics and strategies	<ul style="list-style-type: none">◆ Play simple modified versions of the game to emphasize the individual skills of the game◆ Use modified, scaled down equipment◆ Base success on progress and multiple incentives not just winning and losing◆ Avoid specialization in position or event	<ul style="list-style-type: none">◆ Use low key competition, balance the degree of competition◆ Allow boys and girls to compete together	<ul style="list-style-type: none">◆ Encourage participants to participate in other sports and recommend sports that compliment hockey well◆ Remind young players of the importance of nutrition and its role in keeping the body healthy and active.

Generally during this stage of development players will:

- ◆ Acquire the physical, cognitive and social skills necessary for proficiency in games
- ◆ Start to understand the idea, function and arbitrary nature of rules within the games
- ◆ Improve their perceptual motor skills, such as hand eye coordination
- ◆ Learn to interact with peers
- ◆ Start formulating a self concept
- ◆ Develop a system of conscience morality and value judgments.

Note: Most of the sessions are station oriented. For the best results 3 evaluators should be assigned to evaluate each station and only that station. This ensures continuity and consistency on the evaluation of a particular skill.





SAMPLE NOVICE AND ATOM EVALUATION SESSION (Based on Evaluation Outline)

Sample 1

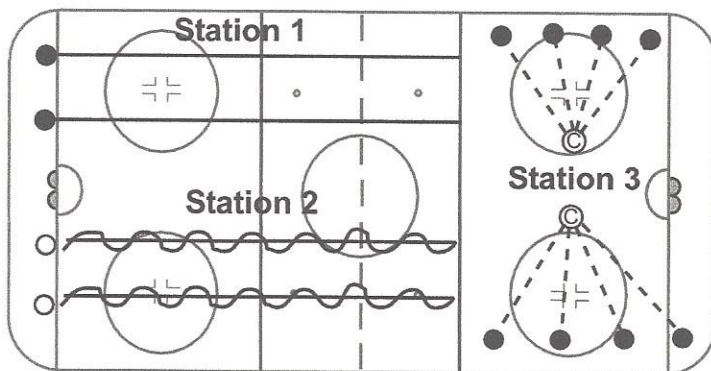
Ice Session 1

General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Forward Skating
Backward Skating
Stationary Passing and Pass Receiving
Skating with Puck
Stopping

Overview

Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Forwards and Backward Skating 2. Skating with Puck 3. Passing and Receiving - Stationary	30 Minutes 10 per station
Games with Purpose	Red light / Green Light - stopping skills	7 minutes



Station 1

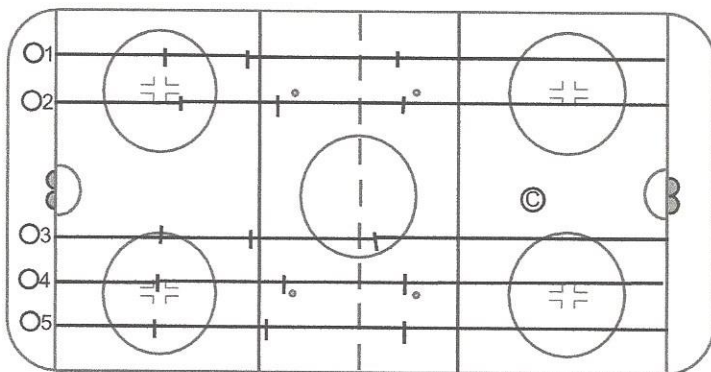
Forward and Backward Striding - down and back

Station 2

Skating with the Puck forward - down and back

Station 3

Stationary Passing and Receiving with Coaches



Red Light / Green Light

5 or 6 players at a time - players start and stop on coach's whistle. Stops should alternate sides to observe a players ability to stop both ways.





Ice Session 2

General Objective:

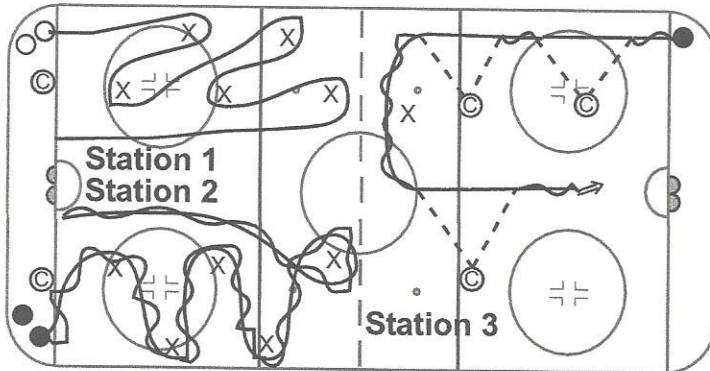
Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated:

Tight Turns
Agility/Acceleration with puck
Passing and Pass Receiving
Skating with Puck

Overview

Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Tight Turns, crossover 2. Agility Skate with puck 3. Passing and Receiving in motion	30 Minutes 10 per station
Games with Purpose	Dodge the Puck / Asteroids	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1

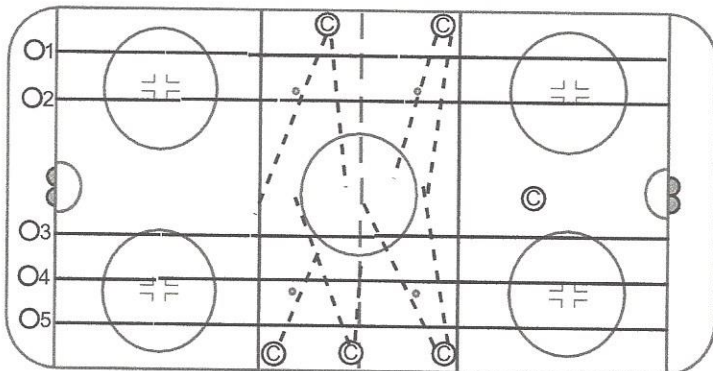
Forward skating without a puck, tight turns around the pylons

Station 2

Skating with the Puck forward - around the pylons, full 360 around last pylon

Station 3

Passing and Receiving in motion with Coaches - finish with shot



Asteroids

5 or 6 players at a time - players attempt to skate with the puck from one end to the other. Coaches are lined up on either side of the ice shooting pucks (along the ice) at the players trying to knock the puck off of their sticks.





Ice Sessions 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives

- ◆ General Game Understanding
- ◆ Participation in on-ice activity - Does the player participate in and influence the outcome?
- ◆ Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating

- ◆ Can the player play with and without the puck
- ◆ How does the player skate in the game situation

Passing and Receiving

- ◆ Does the player share the puck?
- ◆ What is the quality of the passes?
- ◆ Does the player support the puck carrier?

Work Ethic

- ◆ What is the player's attitude toward the scrimmage?
- ◆ Does the player have a willingness to work?
- ◆ Does the player demonstrate team play or individual play?

General Feelings

- ◆ Does the player rate in the top, middle or bottom?





Ice Session 3

General Objective:

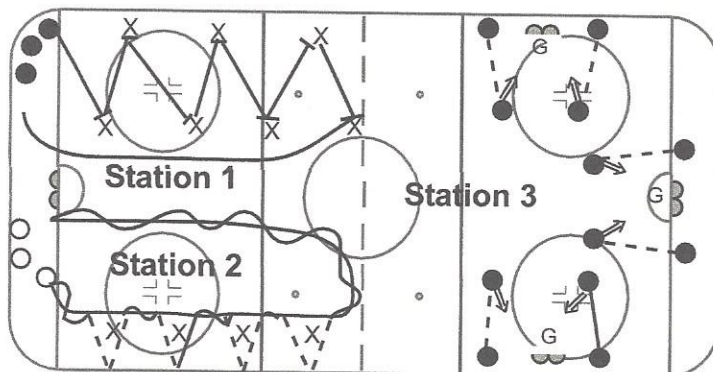
Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated:

Starts and Stops
Forehand Shooting
Backhand Shooting
Skating with Puck
Bank pass and angles
Edge Control

Overview

Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Stops and Starts - Edge Control 2. Forehand and Backhand Shooting 3. Skating with Puck with bank pass	30 Minutes 10 per station
Games with Purpose	Puck Races, Relay Races	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1

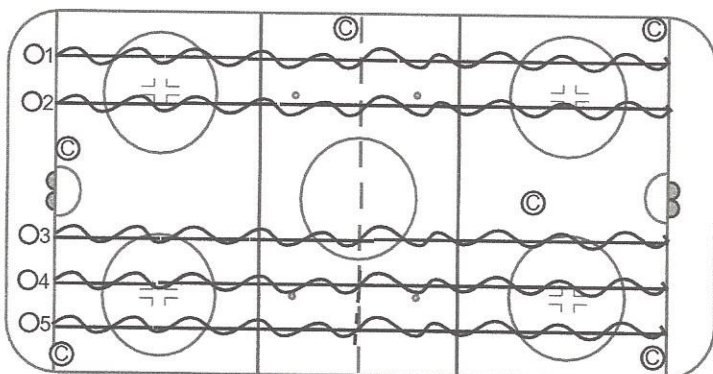
Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

Station 2

Forward skating with the puck, player will bank the puck off the boards before each pylon and pick it up on the other side

Station 3

Player receives a pass from behind the net and shoots. 5 shots on forehand, 5 on backhand and then switch passers and shooters



Puck Relay

First player in line skates to the far end and back with a puck. Puck is then handed off to the next player in line and they skate to the far end and back. To speed up the relay put players at both ends so that the player with the puck only skates one length of the ice before passing off.

