

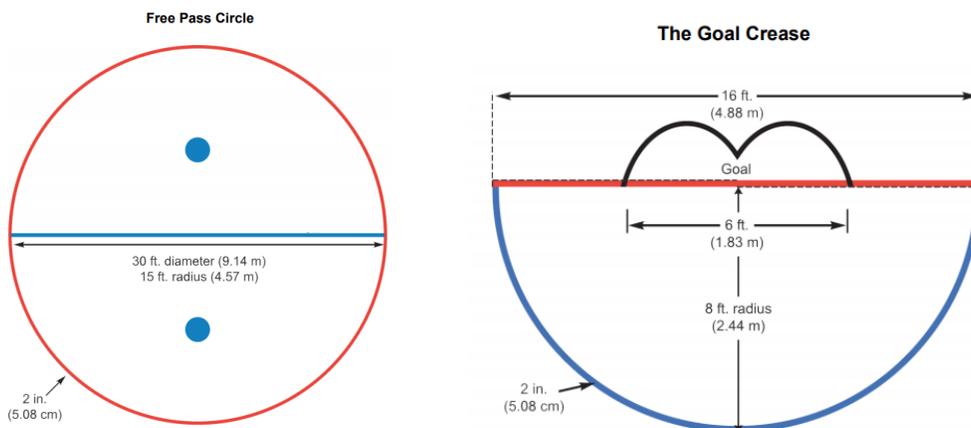
Running a Distanced Practice



Important numbers

- All participants (coaches and athletes) must maintain 3 meters distance AT ALL TIMES.
- 3m is roughly equivalent to 10 feet.
- We encourage coaches to bring a piece of rope with markers at 0 and 10 feet to demonstrate what this looks like.
- Limit of 10 participants on HALF ICE – if there are 20 participants, there can be no overlap, 10 must stay on one side, 10 on the other.
- The average size of half ice is 100 feet (~61m) from goal line to centre line, and 85 feet (~26m) across.
- Free pass circle radius: 15 feet (~4.5m).
- Goal crease radius: 8 feet (~2.5m).

Refer to [page 14 of the rulebook](#) for full distances (remember this is average, not all rinks!)



Part A: Before getting on the ice, planning ahead:

1. Have a practice plan in place, communicate it with other coaches or on-ice helpers, parents/ athletes. You can pre-assign designated areas on the ice to athletes.
2. Talk to your athletes/parents and do as much as possible to explain the requirements for spacing between themselves and others.
 - a. Athletes arrive close to, or fully dressed; there will be limited or no access to change rooms.
 - b. Water bottles need to move to the area/station with the athlete, no congregating at the boards to drink water.
 - c. Mark spots on the ice (or use pylons) that block off various areas and draw your athletes' attention to them.
 - i. Give each athlete a pylon and tell them they must remain within a stick length of it at all times. Coaches set out the pylons strategically.
 - d. Demonstrate what a 3m bubble looks like. Have athletes show you they understand.
 - e. Explain that there could be consequences for not following these instructions. Don't create fear, but stress responsibility and awareness.
3. How many on-ice helpers will you have? Anyone on the bench? If a child needs their skates tightened/loosened, a bathroom break, or a helmet/hair fix, who will help them?
4. What are the facility guidelines regarding spectators?
5. Who is your safety officer? Has everyone completed the check-in?
6. All coaches/helpers/instructors MUST wear a mask at all times.

Part B: What on-ice activities to do

1. Make use of the whole ice (half ice)
2. Use small-area individual activities that don't require much explanation.
 - a. This also means fewer athletes trying to see a coaching board, and slowly inching forward.
 - b. Have athletes take a knee while you explain.
 - c. Use coach demonstrations.
3. Where possible, create stations that can be adapted to various skills – this allows for athletes at different stages of development to work through the same areas. This can be easily accomplished with the skills suggested in #6.
4. Ask for more than 2 nets on the ice if applicable, even the small nets for older athletes allow for spatial awareness and can help them get into a more game-like mentality.
5. Examples of activities that would allow athletes to remain in their own spaces:
 - a. Shooting – forehand/backhand, target practice for power and aim. Can shoot at a net/goalie OR at the boards.
 - b. Passing – off the boards or with a partner(s). Can be quick passes, long passes, backhand etc.
 - c. Skating – there are many aspects of power skating which rely more on technique than outright power. You don't need a big space to practice edgework and pivots, both of which will lead to improved agility.
 - d. Goalies – can be at a shooting station(s), or their own station(s), or alternate back and forth.
 - i. Skating – telescoping, shuffling, t-pushes.
 - ii. Positioning – side to side, angles, down & up maintaining balance and staying square to the shooter.
 - iii. Distribution – could be at a passing station working with skaters, throwing and stick passes.
 - e. Games – many games could be played if properly adapted and communicated by coaches. Know what your athletes can handle and will be able to execute without breaking the 3-meter bubble. Examples:
 - i. Asteroids/hit the skate: space everyone out evenly.
 - ii. Shipshape (kind of like Simon says): but everyone follows the leader from their own area
 - iii. Mirror: with a partner(s), copy what they do while keeping a distance. Stay in their designated area.

Diagrams:

EXAMPLE of an ice setup where everyone maintains a 3m distance from each other. Activities change frequently. Athletes should bring their water bottles with them to their area. Coaches can be spread around and move as needed to help explain or correct.

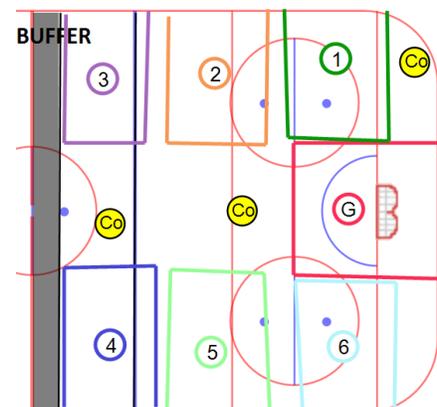
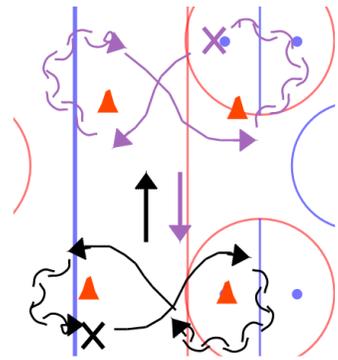


Figure 8 skating – pivots

Set out pylons, rings, water bottles, etc. for athletes to use as markers. They will always face one direction, so that they pivot. Cones shouldn't be very far apart.

They can face a teammate and pass a ring every time they skate forward, or just skate.



Other skating:

- Parallel (2-foot) stops: younger athletes can learn about “making snow” and digging in with both feet. You don’t need much speed.
- Older athletes can practice their stops – improvement, using both directions, inside edge only, outside edge only.
- Cross-over starts: getting quick acceleration in a tight space: this is very game-like.
- Tight turns
- Quick stops & starts

Shooting:

- Focus on proper technique
 - Weight transfer
 - Grip
 - Lining up
- Forehand sweep shot (on the ice)
- Wrist-shot
- Backhand

Passing:

- Work on power & aim against boards
 - Forehand, backhand
 - Some athletes might be ready to learn/practice back passes
- Partner passing
 - stationary short or long passes,
 - moving back and forth (with same distance between),
 - “hot potato” passing for speed,
 - Have a contest to see which pair catches the most passes in a minute, or in a row

Goalkeepers:

- Skating, ready position, up and down, angles, distribution – stick and throw.